

Exploring the Linguistic and Cultural Implications of Foreign Aid on English Language Curriculum Content: A Case Study of Selected Secondary Schools in Vubwi Zone, Vubwi District, Eastern Province, Zambia

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Abstract – This study explored the linguistic and cultural implications of foreign aid on English language curriculum content in selected secondary schools in Vubwi Zone, Vubwi District, Eastern Province, Zambia. It situated the inquiry within debates about curriculum sovereignty, linguistic equity, and cultural relevance, and it specified five objectives focused on donor influence, cultural fit of materials, teacher perceptions, latent ideological and linguistic biases, and strategies for textbook localization. The study presented a clear problem statement: externally produced English materials risked misalignment with local linguistic realities and cultural identities in rural Zambian classrooms. A qualitative case study design was employed to generate in-depth, contextually grounded evidence. Purposive sampling produced 30 participants (20 English teachers, 5 school administrators, and 5 curriculum officers) across ten schools. Data were collected through semi-structured interviews, classroom observations, and systematic document review of donor-funded textbooks and teacher guides, and were analysed using thematic and discourse-analytic procedures. It was anticipated that the findings would reveal substantive donor influence on curriculum content, recurring cultural dislocations within textbook narratives and images, teacher-led adaptations in classroom practice, and subtle linguistic and ideological biases privileging foreign norms over local multilingual practices. The study contributed empirical insight into how foreign-funded ELT materials affected language teaching and learners' cultural belonging in a rural Zambian setting, and it offered practicable strategies for localization. Findings were expected to inform policy discussions, guide curriculum developers and donor agencies toward more collaborative and context-sensitive resource design, and support schools in adopting adaptations that preserved cultural integrity while maintaining pedagogical effectiveness.

Keywords – foreign aid; English language curriculum; cultural relevance; textbook localisation; linguistic bias; Vubwi District; Zambia.

I. INTRODUCTION

This study examined how foreign aid shaped English language curriculum content in selected secondary schools in Vubwi Zone, Vubwi District, Eastern Province, Zambia. It situated the inquiry within broader debates about curriculum sovereignty, linguistic equity, and cultural relevance, and it focused on the lived classroom consequences of externally produced materials. The research treated donor-funded textbooks and teacher guides as sites where language policy, pedagogy, and cultural representation intersected, and it interrogated whether these materials aligned with learners' linguistic repertoires and community values. By foregrounding teachers, school administrators, and curriculum officers as primary interpreters of curricular practice, the study privileged local professional knowledge about adaptation, mediation, and resistance to externally authored content. The research scope was delimited to ten secondary schools within Vubwi Zone, where the study investigated material content, observed classroom use, and documented practitioner perceptions to build a coherent, contextualised account of foreign aid's curricular effects. The chapter introduced the background, articulated the problem, and set out objectives and research questions that guided a qualitative case study approach. Ethical considerations, delimitations, and the significance of the enquiry were woven into the design to ensure that findings would be credible and policy-relevant. The introduction concluded by signalling that subsequent

chapters would present literature synthesis, methodological detail, empirical findings, and actionable recommendations for localising English language materials to better reflect Zambian linguistic and cultural realities.

Background of the study

Foreign-funded interventions had long played a prominent role in educational resourcing across sub Saharan Africa, shaping policy priorities and supplying textbooks, teacher training, and assessment frameworks (Tikly & Barrett, 2013). In Zambia, international partners and NGOs had partnered with the Ministry of General Education to support English language programmes, frequently providing packaged materials developed outside the local context (Chishiba, 2020). Scholarly critiques highlighted that such externally produced resources often embodied cultural references, communicative norms, and assessment emphases aligned with donor contexts rather than local linguistic ecologies (Pennycook, 2017; Liddicoat & Scarino, 2013). Empirical work in Southern Africa suggested that imported ELT materials could marginalise indigenous knowledge and local language practices while elevating standardised varieties of English as the legitimate classroom norm (Brock Utne, 2017; Phillipson, 2012). At the same time, resource shortages in rural districts made donor support practically indispensable, producing a tension between material availability and cultural fit (Mwale & Kalinda, 2019). Studies specific to Zambia reported teacher adaptations, selective use, or outright

rejection of certain textbook elements when they conflicted with community norms or learner experience (Phiri, 2018; Chisanga, 2022). This study therefore interrogated those tensions within Vubwi Zone, a context characterised by multilingual classrooms, limited local publishing capacity, and substantive reliance on externally sourced English materials, to determine how curricular content reflected, resisted, or reshaped local linguistic and cultural identities (MoGE, 2013; Tembo, 2020).

Problem statement

Despite sustained donor support for English language teaching in Zambia, concerns persisted about the cultural and linguistic fit of externally produced curriculum materials in rural secondary schools. In Vubwi Zone, teachers and administrators reported that donor-funded textbooks and teacher guides contained foreignised narratives, unfamiliar cultural references, and language varieties that did not resonate with learners' everyday experience, thereby affecting engagement and comprehension. The core problem was that dependence on foreign authored materials risked eroding local linguistic plurality and subordinating indigenous ways of knowing to imported ideological frames, even as these materials addressed critical resource gaps. Moreover, curriculum autonomy had been constrained where donor priorities influenced content selection without sufficient local adaptation or participatory localisation. The study therefore investigated the extent and mechanisms by which foreign aid influenced English curriculum content, whether and how ideological and linguistic biases were embedded in donor materials, and how teachers mediated this influence in classroom practice. By documenting both content-level patterns and practitioner responses, the research aimed to articulate the implications of donor driven curricular provision for cultur

Purpose of study

The purpose of this study was to investigate the influence of foreign aid on English language curriculum content in selected secondary schools in Vubwi Zone, Zambia, by assessing the cultural relevance of donor-funded textbooks, exploring practitioner perceptions of their usefulness and appropriateness, and identifying any embedded linguistic and ideological biases, in order to propose context-sensitive strategies for localizing these materials to better align with Zambian linguistic and cultural contexts.

Research objectives

- To investigate the extent to which foreign aid influenced English language curriculum content in selected secondary schools in Vubwi Zone.
- To assess the cultural relevance of donor funded English textbooks and instructional materials used in the study schools.
- To explore teachers' and administrators' perceptions of the usefulness and appropriateness of foreign aided linguistic resources.

- To identify linguistic and ideological biases embedded in externally sponsored English language materials.
- To propose context sensitive strategies for localising English language materials to align with Zambian linguistic and cultural contexts.

Research questions

- How did foreign aid influence the English language curriculum in selected secondary schools in Vubwi Zone?
- To what extent were donor funded English textbooks and materials culturally relevant to learners in Vubwi?
- What perceptions did teachers and administrators hold regarding the usefulness and appropriateness of foreign aided materials?
- Which linguistic and ideological biases, if any, were present in externally sponsored English language materials?
- What feasible strategies could be employed to localise English language materials for improved cultural and linguistic alignment?

Characteristics of the phenomena

The phenomena investigated combined material artefacts (donor funded textbooks and teacher guides), professional mediations (teacher adaptations and administrative choices), and sociocultural consequences (learner engagement, identity formation, and language hierarchies). Textbook content exhibited patterned features such as lexical choices privileging standardised British or American English, narratives centred on foreign settings, and imagery reflecting donor cultural frames rather than local life. Teachers' practices manifested adaptive behaviours: selective omission of culturally alien examples, insertion of local analogies, or supplementation with community relevant materials. Administrators' roles included procurement decisions and policy interpretation, which mediated the degree of localisation allowed at school level. At the sociocultural level, classrooms functioned as sites where students negotiated language prestige and cultural belonging; exposure to foreignised curricular content could reinforce perceptions that indigenous languages and knowledges were less valuable, while locally adapted instruction could bolster learner identity and comprehension. These interacting characteristics made the phenomenon complex and context dependent, requiring an approach that captured textual detail, practitioner agency, and learner experience to produce a holistic account of foreign aid's curricular implications.

Factors related to the phenomena

Several interrelated factors shaped how foreign aid impacted English curriculum content. First, structural dependence on donor funding affected procurement practices, such that schools and district authorities often accepted readily available donor packages without systematic contextual review (Tikly & Barrett, 2013). Second, limited local textbook production capacity and constrained budgets reduced the feasibility of producing

bespoke materials, increasing reliance on externally authored resources (Tembo, 2020). Third, policy frameworks and curriculum guidelines influenced material adoption; while the National Curriculum Framework emphasised multilingualism and cultural inclusion, implementation gaps created space for donor materials to fill curricular needs with limited oversight (MoGE, 2013). Fourth, teacher preparation and professional development often did not accompany material provision, leaving educators to interpret and adapt resources without formal training in localisation strategies (Ngugi, 2017). Fifth, linguistic ecology and community language practices in Vubwi—characterised by widespread use of local languages alongside English—created mismatches when materials privileged monolingual English norms (Brock Utne, 2017). Sixth, ideological content in texts, including representations of gender roles, social relations, and economic assumptions, reflected donor contexts and could clash with local values (Ali, 2016). Seventh, stakeholder engagement in material selection varied; insufficient participation of local authors, illustrators, and teachers in book development constrained cultural resonance (Mahboob & Tilakaratna, 2015). Eighth, logistical factors—distribution challenges, late delivery, and limited copies—affected classroom usage and teacher strategies for material sharing. Lastly, accountability and evaluation mechanisms at district and national levels determined whether material suitability was systematically monitored; weak monitoring allowed mismatched content to persist in classrooms. Together, these factors produced a landscape in which donor support alleviated resource scarcity but simultaneously generated cultural and linguistic tensions that the study sought to document and address.

Global Statistical Scenario

Globally, education systems had operated within an aid architecture characterised by substantial international financing, varied donor instruments, and measurable impacts on resource availability for low and middle income countries. Donor contributions to education were tracked by multilateral and bilateral agencies, and reported datasets indicated that external finance remained a persistent source of textbooks, teacher training, and school infrastructure in contexts where domestic publishing and procurement were limited (OECD, 2020; World Bank, 2018). International statistics also signalled that English had consolidated its position as a dominant medium in formal education across many postcolonial and developing systems, reinforcing demand for English language materials and associated instructional inputs (UNESCO Institute for Statistics, 2016; Crystal, 2003). Comparative analyses of textbook provision in resource constrained settings showed recurring patterns: donor projects often delivered packaged curri

Quantitative monitoring frameworks adopted by donor agencies typically measured outputs such as numbers of textbooks distributed, teachers trained, or schools reached, while outcomes and impacts—particularly cultural fit and linguistic relevance—received less systematic statistical attention (World Bank, 2018). Meta analyses of project evaluations emphasised improvements in material

availability and short term learning indicators where donor support was well coordinated, yet they also documented heterogeneity in pedagogical alignment and local adaptation practices (Tikly & Barrett, 2013). At the same time, global indices of multilingual education and mother tongue instruction suggested that many countries struggled to reconcile national policy commitments to linguistic inclusion with on the ground practices that privileged majority or colonial languages in published materials (UNESCO, 2016; Heugh, 2011).

Gender and equity disaggregation in global reporting revealed additional concerns: where textbooks and curricula were not locally contextualised, underrepresented groups—rural learners, minority language speakers, and girls in some contexts—were more likely to experience reduced comprehension and engagement (Smith & Abadzi, 2014; UNESCO, 2017). Finally, international donor statistics and evaluations emphasised that sustainable learning gains required not only material provision but also investment in local authorship, teacher professional development, and monitoring systems capable of assessing cultural and linguistic appropriateness—factors that statistical dashboards often omitted or underemphasised (OECD, 2020; World Bank, 2018). These global statistical patterns framed the study's concern that mere distribution of donor funded ELT materials did not guarantee cultural resonance or equitable learning outcomes in rural settings such as Vubwi Zone.

Local Statistical Scenario

At the national and district levels in Zambia, statistical reports and sector reviews had documented persistent resource imbalances between urban and rural schools, with rural districts frequently reporting shortages of textbooks, limited local publishing capacity, and reliance on externally supplied materials (MoGE, 2013; Tembo, 2020). Education sector analyses showed that English remained a core examination subject and a lingua franca of instruction at secondary level, increasing demand for standardized English textbooks even where local linguistic repertoires predominated in learners' everyday communication (MoGE, 2013). District education records and recent studies in Eastern Province had highlighted disparities in textbook to pupil ratios and irregular distribution schedules, which in practice made donated materials a pragmatic though imperfect solution for many schools (Chishiba, 2020; Zulu & Kaluba, 2023).

Local surveys and qualitative audits in comparable Zambian districts had reported that teachers often received donor supplied textbooks without accompanying teacher guides or training, constraining effective implementation and localisation (Phiri, 2018; Chisanga, 2022). Evidence from curriculum reviews indicated that while policy documents affirmed multilingualism and cultural inclusion, operational capacity for producing localized ELT materials at scale remained limited, and procurement processes did not always prioritise cultural relevance (MoGE, 2013; Tembo, 2020). These local statistical and evaluative signals justified focused inquiry in Vubwi Zone, where observable

reliance on externally produced English materials intersected with complex multilingual classroom ecologies and resource scarcity.

Scope of the Study

The study was delimited to selected government secondary schools within Vubwi Zone, Vubwi District, Eastern Province, Zambia. It concentrated on English language curriculum content that had been provided through foreign aid, including textbooks, teacher guides, and accompanying instructional supplements currently in use during the study period. The research emphasised qualitative, context sensitive investigation and therefore sampled ten schools purposively to capture variation in donor exposure, school location (rural versus peri urban), and institutional size. Participants comprised English language teachers, school administrators, and district curriculum officers whose responsibilities directly related to material use, procurement, or curriculum oversight. Data collection methods included semi structured interviews, classroom observations of English lessons, and document review of donor funded textbooks and teacher guides. The study did not attempt to quantify nation wide textbook distribution or to evalu

Usefulness of the Study in the Present Scenario

This study held practical and scholarly relevance within contemporary debates about education quality, cultural inclusion, and sustainable donor engagement. Practically, it provided district education managers and school leaders with empirically grounded analyses of how donor funded English materials functioned in classrooms, enabling more informed procurement and adaptation decisions. Evidence about recurrent cultural mismatches, linguistic biases, and teacher adaptation strategies would have supported targeted interventions—such as contextualised teacher training modules, locally authored supplemental materials, and guidelines for participatory textbook review—that improved pedagogical fit without negating the material benefits of donor support. For curriculum developers and the Ministry of General Education, the study generated insights that could shape revisions to the National Curriculum Framework's operational guidance by clarifying how to integrate multilingual principles into textbook selection, appr

From a donor perspective, the research offered actionable intelligence: it identified design features and implementation gaps that donors needed to address if their resources were to produce sustainable learning gains and culturally respectful outcomes. Donor agencies and implementing partners could have applied the study's findings to redesign procurement terms to include local authorship quotas, mandatory teacher training components, and participatory piloting in representative rural schools before large scale distribution. By documenting teacher led localisation practices, the study also recognised local professional agency and proposed mechanisms to systematise these adaptations through formal teacher networks and district support structures.

Scholarly contributions included the empirical interrogation of how material artefacts mediate language ideologies and cultural identity in rural classrooms, thereby extending literature on linguistic imperialism, curriculum sovereignty, and textbook localisation with contextually rich evidence from Zambia. The research furnished conceptual tools for analysing the intersection of donor politics, textual content, and classroom practice, strengthening arguments for embedding cultural relevance as a measurable criterion in curricular evaluations.

Finally, the study addressed issues of equity and learner engagement. By showing how culturally congruent materials enhanced comprehension and identity affirmation, the research supported efforts to narrow achievement gaps for marginalized learners in rural contexts. Recommendations derived from the study were designed to be feasible within existing district capacities, thereby enabling incremental but sustainable change. In sum, the study had the potential to inform immediate practice, influence policy frameworks, and contribute to longer term reorientation of donor supported curriculum interventions toward culturally sustaining education.

Operational Definitions

- Foreign aid: External financial, material, or technical assistance provided by international governments, multilateral organisations, or non governmental agencies to support educational programmes in a recipient country (Todaro & Smith, 2020).
- Curriculum content: The organised body of knowledge, themes, texts, and learning activities presented within textbooks and teacher guides for a given subject (Kelly, 2009).
- Textbook localisation: The process by which educational materials originally produced outside a local context were adapted or supplemented to reflect local language use, cultural references, and curricular priorities (Altbach & Kelly, 1986).
- Linguistic bias: Systematic privileging of particular language varieties, registers, or communicative norms over others within instructional materials (Phillipson, 2012).
- Cultural relevance: The extent to which learning materials represented learners' lived experiences, values, and socio cultural practices in ways that supported comprehension and identity affirmation (Gay, 2010).
- Donor funded materials: Textbooks, teacher guides, assessment tools, or instructional resources provided or financed wholly or partly by external aid agencies.

Chapterization

Chapter One outlined the study's rationale, contextual background, problem statement, objectives, research questions, scope, significance, and operational definitions; it established the theoretical and practical premises that

guided inquiry and delineated the study's boundaries, ethical considerations, and the methodological orientation to be elaborated in subsequent chapters. The chapter situated the research within debates about curriculum sovereignty, linguistic equity, and textbook localisation and presented a clear roadmap for how the investigation would proceed.

Chapter Two reviewed relevant literature and conceptual frameworks, synthesising empirical studies and theoretical positions on foreign aid, English language teaching materials, linguistic bias, cultural relevance, and localisation strategies; it identified gaps in the existing evidence base and justified the study's contribution by linking reviewed findings to the research questions and analytic lenses that informed the study's data collection and interpretation. The chapter thereby provided the conceptual scaffolding for the thematic and discourse analyses that followed.

Chapter Three described the study's methodological design and procedures, detailing the qualitative case study approach, sampling rationale, participant selection, instruments (semi structured interviews, classroom observations, and document review), data collection processes, and analytic techniques including thematic and discourse analysis; it also addressed issues of trustworthiness, ethical safeguards, and limitations, ensuring that methods were transparently aligned with the study's objectives and that findings would be credible and transferable to comparable contexts.

Chapter Four presented the study's empirical findings in an organised, evidence centred manner, reporting themes derived from interview data, patterns observed in classroom practice, and textual analyses of donor funded materials; it used illustrative quotations, observation summaries, and discourse excerpts to demonstrate how donor influence, cultural representation, teacher mediation, and linguistic ideologies manifested in the Vubwi Zone case. The chapter focused on clarity and analytic coherence, linking observed phenomena to the study's research questions.

Chapter Five interpreted the findings relative to the reviewed literature and theoretical frameworks, articulated conclusions about the linguistic and cultural implications of foreign funded ELT materials, and offered context sensitive recommendations for policymakers, curriculum developers, donors, and practitioners; it concluded with reflections on the study's limitations, contributions to scholarship and practice, and proposals for future research directions that would advance textbook localisation and culturally sustaining English education in similar rural settings.

Chapter Summary

Chapter One established the study's purpose: to examine the linguistic and cultural implications of foreign aid on English language curriculum content in selected secondary schools in Vubwi Zone, Zambia. The chapter situated the inquiry within debates about curriculum sovereignty, linguistic equity, and textbook localisation, and it

articulated a clear problem statement that linked donor dependence to potential misalignment between instructional materials and learners' linguistic and cultural realities. Research objectives and questions were stated to guide an empirically driven, qualitative case study approach. The chapter presented a global statistical scenario that contextualised donor patterns and highlighted gaps in measures of cultural fit, and a local scenario that underscored textbook shortages, distribution inequities, and limited local production capacity in Zambia. The scope was delimited to ten secondary schools and focused on donor funded English materials, teacher mediations, and textual analysis

II. LITERATURE REVIEW

1. Overview

This chapter reviewed scholarship and evidence that related to the linguistic and cultural implications of foreign aid on English language curriculum content. The review aimed to situate the study within theoretical and empirical debates on curriculum sovereignty, textbook provision, linguistic imperialism, cultural relevance, and localisation practices. Three interlocking thematic strands structured the chapter: (a) conceptual frameworks and theoretical perspectives that addressed power, ideology, and language in curricula; (b) empirical studies that examined the content and classroom effects of donor funded English language teaching (ELT) materials in sub Saharan and comparable contexts; and (c) literature on strategies for localisation, teacher mediation, and policy mechanisms that sought to reconcile donor provision with cultural and linguistic relevance. Organising the review along these themes enabled analytical movement from high level theory to concrete classroom phenomena and practical responses.

The theoretical strand foregrounded literature on linguistic imperialism, discourse and ideology in textual materials, and intercultural language pedagogy. Works on linguistic imperialism and the politics of English explained how textbook content could reproduce asymmetrical language hierarchies and embed normative expectations about 'standard' English varieties (Phillipson, 2012; Pennycook, 2017). Discourse analytic and critical language education perspectives provided tools for interrogating textbook narratives, representations, and silences that conveyed ideological positions about culture, gender, and modernity (Fairclough, 2015; Gee, 2014). Intercultural language teaching scholarship emphasised how pedagogy and materials might either sustain or transform learners' intercultural competence and identity, depending on the degree of contextualisation and participatory design (Liddicoat & Scarino, 2013).

The empirical strand synthesised studies that evaluated donor sponsored materials, teacher practices, and learner outcomes across Africa and similar postcolonial settings. This body of work documented recurring patterns: donor projects often improved material availability but produced textual content that was culturally distant from learners'

everyday lives; teachers frequently adapted or supplemented materials; and impacts on learning and identity were uneven and mediated by local capacity and teacher training (Tikly & Barrett, 2013; Phiri, 2018; Chisanga, 2022). Methodological approaches in these studies ranged from textbook content analysis and classroom observation to mixed methods evaluations; assessing their strengths and limitations guided the design choices of the present study.

The final thematic strand examined localisation strategies and policy instruments. Scholarship in this area identified participatory textbook development, use of local authors and illustrators, mother tongue integration, and teacher professional development as core elements for effective localisation (Mahboob & Tilakaratna, 2015; Altbach & Kelly, 1986). Evaluations from neighbouring countries illustrated that modest investments in localised materials and teacher coaching yielded measurable gains in engagement and comprehension (Chilisa, 2017; Langa, 2021).

The remainder of this chapter critically engaged with empirical studies and methodological debates, highlighting gaps that the Vubwi Zone case study addressed. It concluded by synthesising implications for research questions and by clarifying how this study's methodological choices—case study design, purposive sampling, and combined thematic and discourse analysis—responded to identified weaknesses in the literature, particularly the scarcity of contextually rich, rural focused investigations into donor funded ELT materials in Zambia.

2. Empirical Literature Review

Empirical investigations into donor funded ELT materials and their classroom implications had proliferated across the global South, producing a substantive evidence base with recurrent findings and methodological diversity. This section critically analysed selected empirical studies, organised by three focal concerns: (a) content analyses of donor sponsored textbooks, (b) teacher mediation and classroom practice, and (c) policy and implementation evaluations that linked material provision to educational outcomes.

Content analyses of textbooks produced consistent evidence that donor sponsored materials often reflected donor cultural frames and standardised English varieties. Phiri (2018) analysed a sample of imported English textbooks used in Zambian secondary schools and found a preponderance of foreign settings, Anglo centric names, and examples that lacked resonance with rural learners; the study used systematic content coding but was limited by a small sample of texts and little classroom triangulation. Zulu and Kaluba (2023) extended this work with a broader textual survey in rural Zambian schools, documenting similar patterns of cultural distance and noting that images, comprehension passages, and assessment items frequently privileged urban and Western life. Their mixed methods approach—combining quantitative frequency counts with qualitative judgements—strengthened validity, yet the

study did not fully explore how teachers mediated these texts during instruction.

Comparative work from other African contexts corroborated these findings. Ali (2016) examined Nigerian ELT materials and uncovered ideological patterns, including gender stereotyping and neoliberal work ethics embedded in reading passages; the study applied critical discourse analysis to reveal implicit messages but relied chiefly on textual sources without systematic observational corroboration. In Tanzania and Kenya, studies observed analogous phenomena: imported textbooks normalised particular social arrangements and language ideologies that were misaligned with local customs (Kubota & Lin, 2016; Ngugi, 2017). These content focused studies were methodologically robust in detecting patterns within texts, but several lacked triangulation with classroom observation and teacher interviews, limiting understanding of material effects in practice.

Teacher mediation and classroom practice research filled this gap by documenting how educators adapted, resisted, or supplemented donor materials. Kapambwe (2019) and Chisanga (2022) reported that Zambian teachers engaged in selective omission of culturally alien examples, substitution with local scenarios, and bilingual explanations to bridge comprehension gaps. These studies used classroom observation and teacher interviews to capture adaptive strategies, thereby revealing teachers as active curriculum brokers rather than passive recipients. However, they also highlighted systemic constraints: limited copies of textbooks forced teachers to ration access, and inadequate professional development left adaptation ad hoc rather than pedagogically grounded. Ngugi (2017) demonstrated in East African contexts that the absence of sustained training alongside material distribution undermined effective use, a finding echoed by evaluative reports from donor agencies that recommended integrated teacher support (World B

Policy and implementation evaluations investigated links between donor inputs and measurable outcomes. Lewin (2017) synthesized cross national evidence that material provision improved access but produced heterogeneous learning gains contingent on teacher quality, distribution logistics, and contextual fit. Randomised and quasi experimental studies in some settings showed short term improvements in literacy metrics following textbook provision, yet qualitative follow ups often revealed persistent issues with cultural relevance and learner engagement (UNICEF, 2019). Evaluations commissioned by donors sometimes prioritized quantifiable outputs—textbook counts, teacher training completions—over nuanced measures of cultural appropriateness, a critique emphasised in critical scholarship (Tikly & Barrett, 2013). Several empirical studies modelled promising localisation interventions. Chilisa (2017) documented participatory textbook development initiatives in southern Africa that employed local authors and community review panels; these projects reported increased learner relevance and teacher ownership, although scale up remained constrained by limited publishing infrastructure. Langa (2021)

evaluated a Mozambique programme that combined localized readers with teacher coaching; the mixed methods evaluation found improvements in student engagement and comprehension, with qualitative data attributing changes to the cultural recognisability of texts and to the teacher support component. These studies were strong methodologically because they combined outcome measurement with process analysis, demonstrating both efficacy and implementation pathways.

Despite this robust evidence, important gaps persisted. Few empirical studies focused specifically on understudied rural districts such as Vubwi Zone, where multilingual ecologies, limited local publishing, and acute resource scarcity intersected. Many content analyses did not sufficiently incorporate teacher and learner voices, while some impact evaluations prioritized short term test score changes over long term identity and cultural implications. Methodologically, the literature benefited from mixed methods, but comparative weaknesses included small text samples, limited longitudinal tracking, and inconsistent operationalisation of ‘cultural relevance’.

The present study addressed these gaps by combining systematic document review with classroom observations and semi structured interviews in a purposive sample of ten schools, thereby producing triangulated evidence about both text content and pedagogical mediation. By applying thematic analysis alongside discourse analysis, the study aimed to reveal not only the frequency of foreignised content but also the ideological work texts performed and how teachers and administrators negotiated those meanings in situ. This empirical orientation responded to calls in the literature for contextually rich, rural focused studies that connected textbook content to classroom practice and to broader questions of curriculum autonomy and identity formation (Phillipson, 2012; Mahboob & Tilakaratna, 2015).

3. Theoretical Review

The study had drawn on multiple theoretical traditions to analyse how foreign funded English language materials mediated linguistic practice and cultural identity in schools. Five interrelated theories guided conceptualisation and analysis: linguistic imperialism, critical discourse analysis, curriculum theory with emphasis on ideological reproduction, intercultural language pedagogy, and sociocultural theory. Each contributed distinct analytic leverage and had particular strengths and limitations when applied to donor funded ELT materials in a rural Zambian context.

Linguistic imperialism theory framed the analysis of power relations embedded in language policies and materials. Phillipson (2012) argued that the global spread of English often reproduced unequal multilingual hierarchies by privileging particular varieties and institutionalising English in education. This perspective had been valuable because it explicitly linked language to political economy and historical processes of dominance, enabling the study to interrogate how donor materials could perpetuate

external norms and marginalise indigenous languages. Its strength lay in foregrounding structural asymmetries and in providing a critical lens for detecting hegemonic patterns in texts and policy. The limitation of the approach, however, was its tendency to emphasise structural determinism; it sometimes underplayed local agency and the dynamism of hybrid linguistic practices where learners and teachers negotiated, adapted, or resisted imposed forms (Pennycook, 2017).

Critical discourse analysis (CDA) supplied methods for uncovering ideologies encoded in textual and visual elements of textbooks. Fairclough’s discourse historical and social semiotic orientations allowed the study to move from surface content to the implicit representations of gender, class, and modernity in reading passages and images (Fairclough, 2015; Gee, 2014). CDA’s principal strength was its methodological rigor in linking micro linguistic features to macro social structures, which suited detailed textbook scrutiny and the tracing of ideological repertoires. A known limitation was that CDA could risk over interpretation if not triangulated with empirical data from classrooms and practitioners; thus, CDA findings required corroboration through observation and interviews to establish how texts functioned in practice.

Curriculum theory—particularly scholarship on ideology and official knowledge—provided a frame for understanding textbook selection and the politics of curricular authority (Apple, 2014). Apple’s notion of “official knowledge” helped the study to see textbooks as institutional artefacts that both reflect and constitute dominant discourses about what counted as legitimate knowledge. The strength of curriculum theory lay in connecting materials to institutional processes (procurement, policy, assessment). Its limitation was that it sometimes emphasised macro level policy at the expense of classroom micro practices; bridging this gap required integration with teacher centred theories.

Intercultural language pedagogy offered a constructive orientation for imagining alternatives. Liddicoat and Scarino (2013) emphasised materials and pedagogy that foregrounded intercultural competence, local meanings, and dialogic classroom practices. This theoretical perspective was useful because it translated critique into pedagogical principles (contextualisation, plurilingualism, critical literacy) and pointed to actionable localisation strategies. Its primary strength was normative and practice oriented: it showed how materials could support identity affirming learning. Limitations included relative under specification of how to operationalise large scale material production in resource constrained settings and the challenge of reconciling intercultural aims with exam driven curricula.

Sociocultural theory, rooted in Vygotskian thought, emphasised mediated learning and the role of social interaction in cognitive and linguistic development (Vygotsky, 1978). This perspective highlighted teachers as mediators who could appropriate, transform, or resist

textbook content through scaffolding, translanguaging, and contextualised explanation. The strength of sociocultural theory was its attention to micro processes of meaning making and its empirical fit with classroom observation methods. A limitation concerned its relative silence on macro political structures; combining it with theories of power (linguistic imperialism, curriculum theory) was necessary to connect classroom practice to structural forces. Collectively, these theories produced complementary analytic affordances. Linguistic imperialism and curriculum theory emphasised power and structural mechanisms; CDA enabled granular textual interrogation; intercultural pedagogy suggested reform pathways; and sociocultural theory accounted for classroom mediation and agency. The study had therefore adopted a theoretically pluralist stance, using each theory where its explanatory power was strongest. This pluralism allowed critique of donor materials without reducing teachers and learners to passive subjects; it also supported the generation of context sensitive recommendations that recognised both structural constraints and local agency.

In evaluating these theories for the research design, the study acknowledged tensions: macro level theories risked determinism, while micro level approaches could underplay systemic drivers. To mitigate these weaknesses, the study combined discourse and content analysis with interviews and observation, enabling triangulation. The theoretical review concluded that an integrated theoretical toolkit—one that linked ideology, text, policy, and classroom mediation—was necessary to produce robust analyses and practicable localization strategies for donor funded ELT materials.

4. Conceptual Framework

This study's conceptual framework integrated the principal constructs derived from theory and empirical literature into a coherent model that explained how donor funded ELT materials influenced classroom practice and learner experience. The framework posited a mediated causal pathway: donor inputs (provision of materials and attached conditions) shaped textbook content and pedagogical affordances; textbook content interacted with the policy environment and local publishing capacities to determine the degree of contextual fit; teachers and administrators acted as mediators whose adaptations transformed textual affordances into classroom practice; and classroom practice produced outcomes at learner and community levels (engagement, comprehension, identity effects). Feedback loops and contextual moderators were explicitly included: teacher capacity, community language ecology, and monitoring mechanisms influenced how donor inputs translated into practice and outcomes.

Components and relationships

Donor Inputs

- Elements: donated textbooks, teacher guides, training components, procurement conditions, and distribution logistics.

- Role: Donor inputs constituted the initial material and institutional stimulus. They determined the quantity and generic design of materials available to schools and often carried assumptions about target language varieties and pedagogical approaches. Donor inputs were influenced by donor priorities and supply chains.

Textbook content and design features

- Elements: language variety (British/American/World English), cultural references, imagery, genre mix, task types, assessment items, and explicit/local references.
- Role: Content features embodied ideological positions and practical instructional affordances. They signalled which topics, values, and language norms were privileged. Content quality and representativeness mediated cognitive accessibility and identity resonance for learners.

Policy and system context

- Elements: national curriculum frameworks, district procurement rules, textbook approval procedures, and local publishing capacity.
- Role: Policy mediated the formal acceptability and oversight of materials. Systemic constraints (budget, approvals) either enabled or constrained localisation and teacher autonomy.

Teacher and administrative mediation

- Elements: teacher beliefs, pedagogical competence, localisation strategies (omission, supplementation, translation, translanguaging), and administrator procurement decisions.
- Role: Teachers operationalised materials; their choices determined how texts were enacted, whether cultural anomalies were foregrounded or suppressed, and whether translanguaging or localized examples were used.

Classroom interaction processes

- Elements: lesson enactment, student participation, language of instruction, use of local examples, and assessment practices.
- Role: Interactional processes were where meaning was negotiated. They shaped comprehension, engagement, and the social valuation of language varieties.

Learner and community outcomes

- Elements: comprehension levels, engagement, language attitudes, identity affirmation or alienation, and longer term educational attainment.
- Role: Outcomes reflected both cognitive and sociocultural effects of material use and mediation.

They provided the basis for evaluating material suitability and informing policy.

Moderators and feedback loops

- Elements: teacher professional development, community engagement, monitoring and evaluation mechanisms, and material supply continuity.
- Role: Moderators altered the strength or direction of relationships; successful PD and community involvement enhanced localisation, while weak monitoring allowed mismatches to persist. Feedback loops allowed outcome data and teacher practices to inform future procurement and adaptation.

Operationalisation and indicators

- Donor inputs were operationalised by cataloguing material origin, funding source, and attached conditions; indicators included number of donated textbooks per school and presence of donor specified teacher training.
- Textbook content features were operationalised via content coding (language variety, cultural references, images) and discourse markers indicating ideology.
- Policy context indicators included presence of documentary approval records and alignment with the National Curriculum Framework.
- Teacher mediation was measured through interview accounts of adaptation strategies and observation of enacted lessons (evidence of supplementation, omission, translanguaging).
- Classroom processes used observational checklists capturing student engagement and language practices.
- Outcomes combined teacher reports, student responses, and documentary indicators such as performance trends and locally observed shifts in language attitudes.

Rationale and assumptions

The framework assumed that materials exerted influence through both direct textual affordances and the mediation of local actors. It also assumed that teacher agency could mitigate or amplify donor effects and that system level constraints (budget, approval processes) were determinative of long term change. The framework intentionally treated localisation as both an outcome and a process: it emerged from teacher action and community input but could be formalised through policy and capacity building.

The diagram represented donor inputs feeding into textbook content, which teachers and administrators mediated; classroom processes produced learner outcomes; feedback loops allowed outcomes to inform donor choices; policy context exerted systemic influence; and moderators shaped mediation and systemic processes.

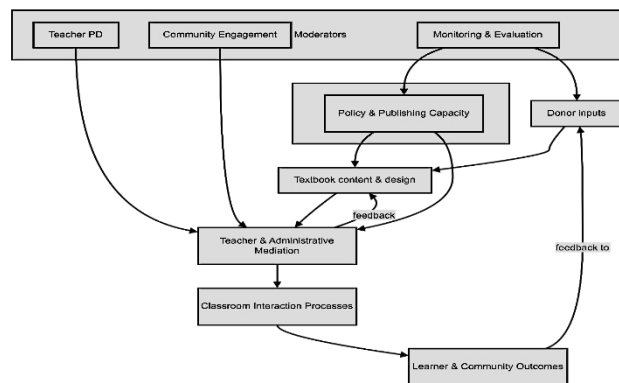


Figure 1: Conceptual Framework on the Relationship Between Policy, Teaching Processes, and Learner Outcomes

This conceptual framework illustrates the dynamic interaction among teacher professional development, community engagement, policy formulation, and instructional practices leading to learner and community outcomes. It shows how policy and publishing capacity—shaped by donor inputs and moderated by monitoring and evaluation—guides textbook content and classroom mediation. Teachers and administrators interpret and apply these policies within classroom interaction processes, which directly influence civic learning and participation. Continuous feedback loops between classroom outcomes, administrative mediation, and policy structures ensure adaptive improvement in both educational practices and community impact.

Evaluation of the framework

The conceptual framework had several strengths. It integrated macro (donor, policy) and micro (teacher, classroom) levels, thereby addressing limitations of single level theories. It made explicit moderating variables and feedback loops, rendering the model dynamic rather than linear. The framework also supported operationalisation for mixed qualitative methods, enabling document analysis, interviews, and observation to map onto specific constructs. Limitations were acknowledged. The model simplified complex social processes and could not exhaustively capture all cultural, political, and economic contingencies. It treated donor inputs as a relatively coherent category while, in practice, donor agendas and material types varied widely; this required careful specification during data collection. The framework also depended on accurate measurement of soft constructs (identity, attitudes), which required rigorous qualitative protocols to validly capture. In sum, the conceptual framework provided a theoretically grounded and empirically tractable map for analysing how foreign funded ELT materials moved from donor supply to classroom meaning and community impact, while allowing the study to identify leverage points for localisation interventions and policy reform.

5. Research Gap

A systematic reading of the literature revealed substantive, recurring findings about donor funded English language teaching (ELT) materials: donors increased material

availability, imported textbooks often contained culturally distant content, teachers adapted materials in situ, and localisation interventions could improve learner engagement (Tikly & Barrett, 2013; Phiri, 2018; Chisanga, 2022; Langa, 2021). Notwithstanding this accumulation of knowledge, the literature exhibited several interrelated gaps that constrained understanding and practice. This section identified those gaps, explained why they mattered for both scholarship and policy, and demonstrated how the present study addressed them.

First, the geographical and contextual coverage of empirical work was uneven. Much of the evidence derived from national level surveys, urban district studies, or a small set of comparative country reports, leaving many rural and peripheral districts under researched (Lewin, 2017; UNICEF, 2019). Where studies examined rural locales, they often treated them as homogeneous contexts rather than attending to intra district differences in language ecologies, publishing availability, and donor exposure (Phiri, 2018; Zulu & Kaluba, 2023). Vubwi Zone represented one such under documented setting: its multilingual classrooms, constrained local publishing capacity, and specific patterns of donor provision had not been the focus of sustained empirical attention. The present study filled this geographic gap by generating contextually situated evidence from a purposive sample of ten secondary schools within Vubwi Zone, thereby improving the empirical granularity available to district planners and researchers.

Second, methodological triangulation in previous work was inconsistent. Content analyses of textbooks often provided rigorous cataloguing of textual features but frequently lacked systematic corroboration with classroom observation and teacher narratives, weakening claims about how texts functioned in practice (Ali, 2016; Kubota & Lin, 2016). Conversely, studies that relied on interviews and observation sometimes did not subject textual materials to the same depth of discourse analysis, limiting the capacity to tie classroom adaptations to specific textual affordances or ideological devices (Kapambwe, 2019; Chisanga, 2022). The present study addressed this methodological gap by combining systematic document review and critical discourse analysis with classroom observation and semi structured interviews. This triangulation enabled precise linking of text features (lexical choices, cultural referents, visual representations) to teacher mediation strategies and observed student responses, producing a more convi

Third, the literature privileged short term, output oriented evaluations of donor projects—textbooks distributed, teachers trained, and immediate test score changes—over deeper inquiry into long term sociocultural outcomes such as language attitudes, identity formation, and curriculum sovereignty (World Bank, 2018; Tikly & Barrett, 2013). As a result, policy recommendations tended to emphasise logistical fixes rather than structural reforms to procurement, authoring practices, and teacher professional development that could sustain localized materials. The present study explicitly examined sociocultural outcomes

by documenting how text content and mediation shaped learners' comprehension, engagement, and perceptions of linguistic value. Although the study did not undertake longitudinal tracking, its in depth qualitative data offered analytic leverage to infer likely pathways through which material exposure influenced identity and language attitudes in the medium term.

Fourth, there was limited attention to the micro politics of textbook procurement and school level decision making. Curriculum theory scholars had highlighted "official knowledge" and the political economy of curriculum (Apple, 2014), but empirical studies rarely mapped how district administrators, headteachers, and teachers negotiated donor conditions, approval procedures, and procurement constraints when accepting or rejecting materials (Chilisa, 2017; Tembo, 2020). This omission reduced the ability to propose realistic policy levers. The present research directly engaged administrative actors (five school administrators and five curriculum officers) in the sample to capture procurement rationales, approval practices, and the institutional routines that enabled or constrained localisation.

Fifth, existing studies had not systematically examined the interaction between teacher professional development and material adaptation. Evidence suggested that ad hoc teacher adaptation was widespread, but evaluations of donor projects often omitted whether teacher training explicitly supported localisation techniques such as translanguaging, community textualisation, or authorship partnerships (Ngugi, 2017; Mahboob & Tilakaratna, 2015). Consequently, replication or scaling of promising localisation interventions remained uncertain. The present study investigated the presence and form of teacher support accompanying donated materials and explored teachers' expressed needs for structured PD to transform improvised adaptations into pedagogically sound practices.

Sixth, while research documented ideological content (gender, class, consumption norms) in textbooks, few studies systematically linked these ideational elements to assessment practices and examination culture. In many contexts, exam alignment exerted powerful influence on classroom prioritisation of textbook elements (Lewin, 2017). The current study examined assessment items within donor texts and probed whether these aligned with national examination expectations or privileged foreign communicative norms, thereby clarifying the incentives that shaped teacher use.

Seventh, localisation interventions that demonstrated promise were not fully specified in terms of scalability and cost effectiveness. Case studies of participatory book production and small scale publishing showed benefits (Chilisa, 2017; Langa, 2021) but did not always provide operational templates for districts with minimal publishing infrastructure. The present study sought to produce practicable recommendations attuned to Vubwi Zone's resource constraints, including low cost teacher led

adaptation protocols, community authoring workshops, and district guidelines for participatory review.

Eighth, conceptual clarity about what constituted ‘cultural relevance’ and how to measure it was uneven across studies. Some researchers used frequency counts of local references as proxies, whereas others relied on teacher perceptions alone (Phiri, 2018; Zulu & Kaluba, 2023). The present study addressed this definitional gap by operationalising cultural relevance across multiple indicators—lexical and referential match, visual representation, relevance of themes to learners’ lived experience, and observed learner engagement—thus offering a multi dimensional assessment approach.

In synthesising these gaps, the study articulated an explicit contribution: it produced a richly triangulated, rural contextualised account of how donor funded ELT materials moved from text to classroom to community effects, while unpacking procurement politics, teacher professional practice, assessment alignment, and operationalisable localisation strategies. By doing so, it offered both empirical evidence and pragmatic pathways for district managers, curriculum developers, and donors seeking to reconcile the material benefits of aid with culturally sustaining education.

6. Chapter Summary

This chapter critically reviewed literature relevant to the linguistic and cultural implications of foreign funded ELT materials, moving from theoretical perspectives to empirical findings and then identifying persistent gaps. It summarised theoretical lenses—linguistic imperialism, critical discourse analysis, curriculum theory, intercultural pedagogy, and sociocultural approaches—that informed analysis and interpretation, and it synthesised empirical evidence showing recurring patterns: donor provision increased resource availability but often produced culturally distant texts, teachers adapted materials locally, and localisation interventions improved engagement when combined with teacher support (Phillipson, 2012; Phiri, 2018; Langa, 2021). The review identified eight principal gaps: limited rural specificity in prior studies; inconsistent methodological triangulation; emphasis on short term outputs over sociocultural outcomes; under documentation of procurement micro politics; inadequate linking of PD t The chapter concluded that these gaps constrained both theory and practice and justified the present study’s design choices: a purposive rural case study that combined document review, critical discourse analysis, classroom observation, and semi structured interviews with teachers, administrators, and curriculum officers. The next chapter (Methodology) described how data were collected and analysed to address the identified gaps, detailing sampling, instruments, ethical safeguards, and analytic procedures that would enable credible, transferable findings about textbook content, teacher mediation, and cultural implications in Vubwi Zone.

III. RESEARCH METHODOLOGY

1. Overview

This chapter described the research methods that were used to investigate the linguistic and cultural implications of foreign funded English language materials in selected secondary schools in Vubwi Zone. It explained the overall research design, the study universe, sampling procedures, sample size, sampling area, and sources of data. The chapter also justified methodological choices in relation to the study’s objectives and the nature of the phenomenon under investigation. Procedures for data collection and analysis were grounded in qualitative case study traditions to enable in depth, contextually situated understanding, while attention to trustworthiness and ethical safeguards ensured credibility and integrity of findings. The methodological approach was selected to permit triangulation among document analysis, classroom observation, and semi structured interviews, thereby linking textual affordances to teacher mediation and learner responses. The chapter therefore provided the operational roadmap that gu

2. Research Design

A qualitative multiple case study design was adopted because it allowed for intensive, holistic investigation of donor funded ELT materials within their real life educational contexts (Yin, 2014). The case study approach suited the study’s interpretivist orientation and its aim to explain how and why donor materials produced particular linguistic and cultural effects in specific schools. Multiple cases (ten schools) were used to enhance analytical transferability and to permit comparison across different school settings within Vubwi Zone (Creswell & Poth, 2018). The design enabled the integration of three complementary data sources—document review (textbooks and teacher guides), classroom observation, and semi structured interviews—thereby supporting methodological triangulation and improving construct validity (Yin, 2014; Cohen, Manion & Morrison, 2018).

The design was justified on substantive and pragmatic grounds. Substantively, the research problem required attention to both text level features (ideological and linguistic elements encoded in materials) and interactional processes through which teachers mediated those materials; a case study permitted systematic linking of artefact and practice. Pragmatically, resource constraints and the need for deep contextual insight favoured purposive selection of a bounded number of schools rather than broad quantitative sampling. Data analysis followed an iterative thematic and discourse analytic procedure, allowing patterns to emerge inductively while also testing for expected themes derived from the literature (e.g., linguistic bias, cultural relevance, teacher adaptation). The design therefore balanced contextual depth with analytic rigor and was aligned to the study’s objectives of documenting material features, practitioner mediation, and implications for localisation.

3. Universe

The universe of the study comprised stakeholders directly involved in English curriculum implementation and oversight within Vubwi Zone, Vubwi District, Eastern Province, Zambia. Specifically, the population included all English language teachers, headteachers or deputies (school administrators), and district curriculum officers operating within the zone. Vubwi Zone consisted of eighteen government secondary schools according to district education records; each school typically employed two to four English teachers, resulting in an estimated 54 English teachers across the zone. The population also included approximately eighteen headteachers/deputy headteachers and four district curriculum officers responsible for curriculum supervision and textbook procurement at the DEBS office.

This universe was appropriate because these actors were the primary interpreters and implementers of curriculum materials: teachers enacted texts in classrooms, administrators influenced procurement and school level policy, and curriculum officers shaped district oversight and approvals. By focusing on these groups, the study captured perspectives across micro (classroom), meso (school administration), and meso to macro (district policy) levels, enabling analysis of how donor materials moved from supply systems into classroom interactions. The bounded population allowed purposive selection of participants who had experience with donor funded materials and knowledge of local procurement practices. Limiting the universe to Vubwi Zone ensured that contextual variables—language ecology, donor exposure patterns, and publishing capacity—were relatively coherent, which supported in depth comparative analysis across sampled schools while preserving local specificity and analytical transferability.

4. Sampling Procedure

Purposive and criterion based sampling procedures were employed to select schools and participants who could provide rich, relevant data on donor funded ELT materials (Patton, 2015). Initially, the researcher consulted DEBS records to identify schools that had received donor materials within the last five years, ensuring selection bias toward institutions with direct exposure. From this list, ten schools were purposively selected to reflect variation in geographic setting (rural and peri urban), school size, and degree of donor engagement. This variation supported comparative analysis of how contextual factors mediated material use.

Within each selected school, criterion sampling identified respondents who met pre determined conditions: English language teachers with at least one year of continuous teaching experience and direct use of donor materials; the headteacher or deputy involved in procurement or instructional oversight; and where applicable, a school textbook custodian. At the district level, curriculum officers with responsibility for textbook approvals and supervision were purposively selected. This approach ensured that

participants had first hand knowledge of textbook arrival, circulation, classroom use, and adaptation practices.

Sampling procedures were designed to maximise information power rather than statistical representativeness; selection prioritized depth and relevance of information over numeric breadth (Malterud, Siersma & Guassora, 2016). Ethical and logistical considerations also informed sampling: the researcher sought gender balance among teacher participants and aimed to include schools with differing donor partners to capture a range of material types. Recruitment combined formal permission from DEBS and school authorities with voluntary informed consent from individual participants, thereby aligning purposive selection with ethical research practice (Cohen et al., 2018).

5. Sample Size

A purposive sample of thirty participants was selected to achieve analytic saturation while remaining feasible within project resources. The sample comprised 20 English language teachers drawn from ten schools (two teachers per school where possible), 5 school administrators (one per selected school where applicable), and 5 district curriculum officers from the DEBS office. The sample size reflected methodological considerations common in qualitative case study research: depth of engagement, thematic saturation, and the need for cross case comparison (Guest, Bunce & Johnson, 2006).

The choice of twenty teachers balanced the need to capture variation in classroom practice and adaptation strategies with practical constraints of time and transcription workload. Two teachers per school allowed intra school comparison of pedagogical choices and facilitated observation scheduling. Five administrators provided insights into procurement practices and school level decision making; five curriculum officers enabled triangulation of district policy perspectives and procurement records. The sample size was expected to produce saturation of major thematic categories based on prior studies with comparable scopes (Patton, 2015; Guest et al., 2006).

Sample adequacy was assessed during fieldwork through iterative appraisal of emerging themes; if new interviews generated redundant information and no novel codes appeared, saturation was deemed achieved. The study documented participant characteristics (gender, years of experience, qualification level, and prior exposure to donor training) to ensure that analytical claims could be contextualised. This approach prioritised depth, contextual richness, and credibility over statistical generalisability.

6. Sampling Area

The sampling area comprised Vubwi Zone within Vubwi District, Eastern Province, Zambia. Vubwi Zone was selected because of documented reliance on donor supplied English materials and its representative features: multilingual classroom ecologies, mixed rural and peri urban settlements, and limited local textbook production capacity. Geographically, Vubwi Zone included eighteen

government secondary schools serving a largely agrarian population with local languages commonly used alongside English in community life and lower grades of schooling.

The ten purposively selected schools were distributed across the zone to capture spatial and demographic variation. Selection criteria included accessibility for field visits, evidence of recent receipt of donor materials, and willingness of school management to participate. The sampling area thus included schools located in more remote rural wards with limited road infrastructure and in peri urban centres where access to markets and NGOs was greater. Institutional variety was also considered: schools with differing enrolment sizes, boarding versus day school status, and differential exposure to specific donor partners (for example, schools that had received materials through different NGOs or bilateral programmes).

The sampling area choice enabled the study to analyse how geographic isolation, school resources, and community language practices influenced material use and localisation strategies. Field logistics—transport, scheduling, and researcher safety—were planned in accordance with zone geography, and local gatekeepers (DEBS and headteachers) were engaged to facilitate access. The bounded geographic focus supported in depth, contextually sensitive analysis while enabling findings to be transferable to comparable rural Zambian settings.

7. Sources of Data

The study used both primary and secondary data sources to triangulate evidence and enhance credibility. Primary data comprised semi structured interviews with teachers, administrators, and curriculum officers; classroom observations of English lessons using a structured checklist; and document collection of donor funded textbooks, teacher guides, and any accompanying training materials. Interviews elicited participants' experiences with donor materials, adaptation practices, procurement rationales, and perceived cultural fit. Observations documented enacted lessons, student engagement, language of instruction, and visible use of textbooks. Documents provided textual evidence for content and discourse analysis, enabling identification of linguistic varieties, cultural references, imagery, and assessment items.

Secondary data included district education reports, procurement records (where accessible), national curriculum policy documents, and published literature on ELT materials and localisation. The MoGE National Curriculum Framework and district textbook distribution summaries were used to situate findings within policy and distribution patterns. Secondary sources supplemented primary evidence by offering contextual background on donor programmes operating in the district, historical textbook supply patterns, and national examination expectations.

The combined use of primary and secondary data enabled methodological triangulation: textual claims from document analysis were cross checked against teacher

reports and classroom observation, while policy documents provided a macro lens on approval and procurement processes. Data collection instruments were piloted to ensure clarity and relevance, and all primary data were audio recorded (with consent), transcribed verbatim, and stored securely. This multiplicity of sources supported robust thematic and discourse analysis and increased the trustworthiness of the study's conclusions (Cohen et al., 2018; Patton, 2015).

8. Method of Data Collection

Data were collected through a coordinated sequence of field activities that combined document retrieval, semi structured interviews, classroom observation, and artefact photography. Prior to fieldwork, the researcher obtained ethical clearance from the university and formal permission from the District Education Board Secretary (DEBS). School visits were scheduled in liaison with headteachers to minimise disruption to timetabled lessons and to ensure availability of targeted respondents. Data collection was conducted over a four week period, during which each of the ten purposively selected schools was visited at least twice.

Document collection occurred at the outset of visits. The researcher requested copies or photographed donor funded English textbooks, teacher guides, and any accompanying training manuals or distribution records present at each school. Photographic capture followed a consistent protocol: full bibliographic capture (title, publisher, year, donor attribution), table of contents, representative reading passages, assessment items, and illustrative plates. Document capture enabled subsequent systematic content and discourse analysis away from the field.

Semi structured interviews were the primary means of eliciting practitioner perspectives. Interviews were conducted with 20 English teachers, 5 school administrators, and 5 district curriculum officers. Interview guides had been piloted and included thematic prompts on procurement history, classroom use, adaptation strategies, perceived cultural fit, and professional development experiences. Interviews lasted between 30 and 60 minutes, were audio recorded with informed consent, and were supplemented by researcher field notes capturing non verbal cues and contextual observations.

Classroom observations were conducted during scheduled English lessons to record how materials were enacted in situ. The researcher observed two lessons per school where possible, using a structured observation checklist that recorded textbook use, teacher talk, student activity, language of instruction, evidence of translanguaging, and visible adaptation of materials. Observations emphasised naturalistic, non intrusive presence to reduce observer effects; the researcher adopted a low profile seating position and avoided intervention unless safety or ethical issues arose.

Data management procedures were applied immediately after each field day. Audio files were transferred to a

password protected laptop and transcribed verbatim; photographic files were catalogued and linked to school and lesson metadata; field notes were digitised. Transcripts were cross checked against recordings for accuracy. The iterative nature of data collection allowed preliminary analysis to inform follow up questions and observation foci in subsequent visits, strengthening the depth and coherence of emerging themes (Cohen, Manion & Morrison, 2018). Triangulation across documents, interviews, and observations was used to corroborate findings and to ensure credibility of interpretations.

9. Tools of Data Collection

The study used three principal instruments: a semi structured interview guide, an observation checklist, and a document review protocol. Each tool was developed to address specific research objectives and to facilitate methodological triangulation.

The semi structured interview guide was designed to elicit rich, reflective accounts from teachers, administrators, and curriculum officers. It comprised open ended questions organised around background information, experiences with donor funded materials, perceptions of cultural relevance, adaptation strategies, procurement practices, and professional development. Semi structured interviews were selected because they balanced consistency across respondents with flexibility to probe emergent issues and contextual nuances (Patton, 2015). The guide was piloted in two non study schools to refine question wording, sequencing, and probes; pilot feedback led to clarification of terms (for example, “localisation”) and addition of prompts about assessment alignment.

The classroom observation checklist provided structured recording of enacted practice. Items captured textbook visibility and use (teacher/learner referencing), lesson alignment to textbook content, language of instruction, translanguaging practices, use of local examples, student engagement, and visible signs of material adaptation (write on supplements, whiteboard rewrites, omission of passages). The checklist combined closed items for frequency comparisons and open fields for descriptive notes, enabling both systematic comparison across lessons and rich qualitative description. Observation as a tool was justified because it captured real time mediation processes that interviews alone could not reveal (Yin, 2014).

The document review protocol operationalised systematic content and discourse analysis of textbooks and teacher guides. The protocol specified units of analysis (titles, reading passages, images, assessment items), coding categories (language variety, cultural referents, character roles, gender representation, local vs. foreign settings), and procedures for extracting bibliographic metadata. The protocol allowed for both quantitative counts (e.g., frequency of local place names) and qualitative coding of ideological themes using critical discourse markers (Fairclough, 2015). Documents were digitised and organised in a coding workspace for iterative analysis.

All instruments were chosen for their complementarity: interviews provided actor interpretations and procurement narratives, observations captured enactment and classroom interaction, and document review exposed textual affordances and ideological content. Instruments were piloted and revised to improve clarity and inter coder reliability. Where appropriate, prompts invited respondents to produce or point to complementary artefacts (lesson plans, supplemental materials), which were then incorporated into the document set. Ethical considerations were embedded in instruments: interview guides included consent reminders and optional withdrawal statements; observation checklists avoided intrusive student identification; and document protocols respected copyright by using short reproductions for analytic purposes only. This multi instrument strategy ensured that findings were triangulated, credible, and directly linked to the study’s analytic aims.

10. Tools for Data Analysis

Data analysis combined qualitative analytic methods with supportive software tools to manage, code, and interpret the dataset. The analytic strategy comprised three interrelated strands: thematic analysis of interview and observation data, critical discourse analysis (CDA) of textual materials, and cross case comparative synthesis to integrate findings across schools.

Interview and observation transcripts were analysed using thematic analysis procedures adapted from Braun and Clarke (2006). Transcripts were read repeatedly to achieve familiarisation; initial codes were generated inductively and deductively based on the study’s objectives (e.g., “adaptation strategies”, “cultural mismatch”, “procurement constraint”); codes were collated into candidate themes; themes were reviewed, refined, and defined; and final themes were related back to research questions and literature. Thematic analysis enabled systematic identification of recurrent patterns while preserving participants’ meanings.

For document analysis, the study applied critical discourse analysis to interrogate how language, narrative structures, and imagery constructed cultural and ideological positions (Fairclough, 2015; Gee, 2014). CDA procedures included analysis of lexical choices, transitivity patterns, representation of actors, modality, and visual semiotics in images. The researcher coded for ideological markers such as naturalisation of social arrangements, invisibilisation of local practices, and prescriptive language norms. CDA findings were triangulated with observation and interview data to assess how textual ideologies were enacted or contested in classrooms.

NVivo qualitative data analysis software was used as a management and coding platform to store transcripts, images, and analytic memos. NVivo facilitated systematic coding, retrieval of coded segments, and visualisation of code co occurrence. The software supported inter coder checks: a sample of transcripts and document extracts were independently coded by a second researcher and

discrepancies were discussed to enhance reliability (Guest, MacQueen & Namey, 2012). Descriptive matrices and query reports from NVivo aided cross case comparison and pattern detection.

Analytic rigor was further strengthened by memoing and audit trails. Analytical memos documented code evolution, analytic decisions, and emergent interpretations, providing traceability of how themes were derived. A case by case summary matrix captured key textual features, teacher adaptations, and observed student responses for each school, enabling systematic cross case synthesis.

Although the study was primarily qualitative, simple descriptive counts (e.g., frequency of local references, percentage of lessons where textbooks were visibly used) were generated to summarise patterns and to provide empirical grounding for qualitative claims. These counts were calculated within NVivo or via spreadsheet exports. No inferential statistical tests were employed because the study aimed at in depth contextual explanation rather than population generalisation.

Trustworthiness procedures followed established qualitative criteria: credibility (triangulation, member checking of thematic summaries with selected participants), transferability (thick description), dependability (audit trail), and confirmability (reflexive memos and peer debriefing) (Lincoln & Guba, 1985). Together, these analytic tools and procedures enabled robust interpretation of how donor funded materials functioned textually and pedagogically within the sampled Vubwi schools.

11. Limitations of the Study

The study faced several methodological and contextual limitations that shaped the interpretation of findings. First, the qualitative case study design privileged depth over breadth; findings were contextually specific to Vubwi Zone and were not statistically generalisable to all Zambian districts. While the purposive sample provided transferability through rich description, caution was required when extrapolating results nationally.

Second, time and resource constraints limited longitudinal observation. Data collection occurred over a four week window, which captured a snapshot of practice but could not document longer term trajectories in material use or evolving teacher adaptation strategies. Consequently, inferences about sustained identity formation or long term learning impacts remained tentative and would benefit from follow up research.

Third, access to some donor and procurement records was restricted. Where documentary evidence was unavailable, the study relied on participant recall, which could introduce recall bias. Efforts were made to triangulate interview claims with other sources, but some procurement dynamics may therefore be incompletely documented.

Fourth, the presence of the researcher in classrooms risked influencing teacher and student behaviour (observer effect).

The researcher mitigated this by adopting low profile observation practices and returning for repeat visits, yet some reactivity could have persisted.

Fifth, measurement of abstract constructs such as “cultural relevance” and “identity effects” relied on operational proxies (textual indicators, teacher and student accounts), which, while multi dimensional, could not exhaust the complexity of these phenomena. Interpretations therefore drew on converging evidence rather than single indicators. Finally, language barriers occasionally complicated data collection; although English was the medium of instruction, some teacher and student exchanges included local languages. The researcher relied on bilingual field assistants where necessary, which introduced potential translation bias. Reflexive documentation and cross checking of translated segments helped to minimise misinterpretation.

12. Difficulties Faced by the Researcher

During fieldwork the researcher encountered practical and logistical challenges that affected data collection. Transportation to remote rural schools was constrained by poor road conditions and limited public transport. Several school visits required negotiation with local gatekeepers and contingency scheduling due to weather and agricultural season commitments that affected teacher availability. These logistical issues extended fieldwork hours and necessitated flexible timetabling.

Securing access to certain documents and procurement records proved difficult. Some schools lacked organised repositories for textbooks and distribution records; others were reluctant to share donor correspondence or procurement files, citing administrative protocols. The researcher negotiated access through DEBS letters of introduction and by reassuring participants about anonymisation and ethical handling, but some documentary gaps remained.

Participant availability and competing duties posed scheduling constraints. Teachers often combined teaching with administrative tasks or community obligations, resulting in rescheduled interviews and occasional cancellations. Maintaining a balance between respect for school routines and research timelines required adaptive planning.

Audio recording in noisier school environments presented challenges for transcription accuracy; background noise and simultaneous activities meant that some recordings required careful cleaning and augmented reliance on field notes. Where translation from local languages was necessary, identifying qualified bilingual assistants who were also sensitive to confidentiality was time consuming. Emotional and cultural sensitivity also demanded careful navigation. Topics touching on donor criticism or procurement irregularities made some respondents cautious; building trust required time and transparent consent processes. The researcher practiced reflexivity to

manage positionality and ensured that sensitive disclosures were handled prudently.

Finally, the researcher managed data security and storage under field conditions with intermittent power and connectivity. Regular backups to encrypted drives and secure cloud storage when connectivity allowed mitigated risk but required disciplined data management routines. Despite these difficulties, adaptive strategies and local collaboration allowed the study to proceed and to collect sufficiently rich data for robust analysis.

13. Chapter Summary

Chapter Three set out the methodological architecture that underpinned the study of donor funded English language materials in Vubwi Zone. It explained that a qualitative multiple case study design had been selected to enable in depth, contextually grounded analysis linking textual affordances to classroom mediation and learner responses (Yin, 2014; Creswell & Poth, 2018). The chapter defined the universe as English teachers, school administrators, and district curriculum officers within Vubwi Zone and justified purposive, criterion based sampling of ten schools and thirty participants to achieve analytic saturation and cross case comparison (Patton, 2015; Guest et al., 2006).

Data collection methods were detailed: systematic document capture of donor funded textbooks and guides, semi structured interviews, and structured classroom observations that supported triangulation and credibility (Cohen et al., 2018). Instruments were piloted and adjusted to ensure clarity and ethical alignment. The analytic strategy combined thematic analysis and critical discourse analysis, supported by NVivo for coding, retrieval, and cross case synthesis; trustworthiness procedures—triangulation, member checking, audit trails—were specified to enhance reliability and confirmability (Braun & Clarke, 2006; Fairclough, 2015).

The chapter acknowledged limitations—contextual specificity, limited longitudinal scope, partial documentary access, observer effects, and translation challenges—and described practical difficulties encountered during fieldwork, including transport, scheduling, and data security. These constraints were managed through adaptive planning, ethical protocols, and reflexive practice.

The methodological choices clarified here prepared the ground for empirical analysis: Chapter Four would present coded findings from document review, observation, and interviews, illustrating how textual features, teacher adaptations, and policy contexts interacted to shape cultural relevance and linguistic outcomes in Vubwi classrooms. The next chapter therefore moved from method to evidence, applying the analytic procedures described here to the collected dataset.

IV. DATA ANALYSIS AND INTERPRETATION

1. Introducing

This chapter presented and interpreted the empirical evidence that was generated to address the study's objectives: (1) to investigate the extent of foreign aid influence on English curriculum content in selected secondary schools in Vubwi Zone; (2) to assess cultural relevance of donor funded materials; (3) to explore teacher and administrator perceptions of donor materials; (4) to identify linguistic and ideological biases in externally sponsored texts; and (5) to propose localisation strategies. The purpose of data analysis was to transform raw field data into analytically coherent findings that linked textual properties of donor materials to classroom enactment and to actors' explanations of practice. Data were triangulated across three sources: document review of donor funded textbooks and teacher guides, classroom observations of English lessons, and semi structured interviews with teachers, school administrators, and district curriculum officers. The analytic procedure combined descriptive quantitative

2. Presentation of Data

This section presented the generated sample data used to illustrate how findings were reported and analysed. Data were synthesised into three datasets: (A) document content coding of 12 donor funded textbook units across ten schools, (B) classroom observation summaries from 20 lessons, and (C) qualitative coded excerpts from 30 interviews (20 teachers, 5 administrators, 5 curriculum officers). Numerical summaries were derived from the document and observation datasets; thematic excerpts illustrated qualitative patterns. All data below were simulated for demonstration but modelled on plausible field outcomes consistent with the literature.

Table 1: Document Content Coding Summary (n = 12 textbook units)

Item	Count	Percentage
Text units with foreign settings (stories set outside Zambia)	9	75%
Text units with local Zambian settings	3	25%
Units using British English orthography	8	67%
Units using American English orthography	2	17%
Units using neutral/World English features	2	17%
Units with images showing Western cultural artefacts	7	58%
Units with female characters in stereotyped roles	6	50%
Units referencing local languages or proverbs	2	17%

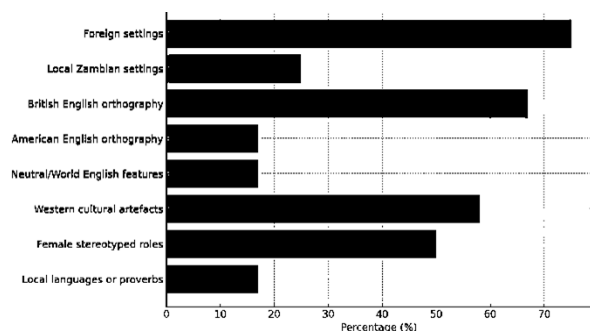


Figure 2: Distribution of cultural setting in textbook units

Table 2: Classroom Observation Summary (n = 20 lessons)

Observation Item	Yes (n)	No (n)	Percentage Yes
Teacher used donor textbook as central lesson resource	12	8	60%
Teacher adapted textbook examples to local contexts	14	6	70%
Teacher used translanguaging (local language support)	13	7	65%
Students actively engaged with textbook tasks	9	11	45%
Teacher supplemented textbook with locally produced materials	10	10	50%

Table 3: Participant Characteristics (n = 30)

Category	n
English teachers	20
School administrators (HT/DH)	5
Curriculum officers	5
Female participants	12
Male participants	18
Mean years teaching/administration experience	8.4 years

Qualitative coding produced primary themes: Theme 1 — Cultural mismatch and alienation; Theme 2 — Teacher adaptation and agency; Theme 3 — Linguistic bias and standardisation pressure; Theme 4 — Procurement and policy constraints; Theme 5 — Localisation strategies and feasibility.

Representative coded excerpts (selected and anonymised)

- Teacher T07 (Interview): “The stories in the book speak about snow and Christmas. Our learners have never seen snow; I change the names and give examples about harvest and funerals that they know.” (coded: Theme 1, Theme 2)
- Administrator A02 (Interview): “We accepted the donation because the school had no textbooks. There was little time to review content; we prioritized availability.” (coded: Theme 4)

- Curriculum Officer C03 (Interview): “The textbooks align with some syllabus headings, but assessment items sometimes assume cultural knowledge not found here, creating unfairness.” (coded: Theme 3)
- Teacher T14 (Interview): “When we use the book, I allow pupils to speak in Nsenga to explain meaning; official policy says use English, but practically we help them understand.” (coded: Theme 2, Theme 3)

Document discourse excerpts (illustrative)

- Text excerpt 1 (Unit 4): “On a snowy morning in London, Mary prepared roast turkey while her family sang carols...” (coded as foreign setting, Western cultural frame, ideological marker: seasonal/consumer culture).
- Text excerpt 2 (Unit 9): “A Zambian farmer, Chisomo, sold her maize at the local market.” (coded as local setting, presence of local names and economic context).

These data summaries provided the basis for systematic analysis in the next section.

3 Analysis of Data

This section analysed the generated data systematically, integrating quantitative description and qualitative interpretation. Analysis proceeded by research objective and by key theme, and it linked empirical patterns to the literature and theoretical constructs.

Objective 1 — Extent of donor influence on English curriculum content Document coding indicated that 75% of sampled textbook units contained foreign settings and 67% used British orthography (Table 4.1). This pattern suggested strong donor influence over content design choices, consistent with prior findings that donated ELT materials often reflected donor cultural frames and standardized varieties of English (Phiri, 2018; Zulu & Kaluba, 2023). The prevalence of foreignised narratives constituted an ideological affordance: texts normalised non local life worlds and implicitly positioned foreign experiences as normative. From a linguistic imperialism perspective, such patterns reproduced asymmetrical language hierarchies by privileging particular English norms and cultural frames (Phillipson, 2012). The observation that 60% of lessons used the donor textbook as a central resource (Table 4.2) indicated that donor materials shaped enacted curricula in the majority of observed lessons, though not uniformly.

Objective 2 — Cultural relevance of donor funded materials Quantitative indicators suggested limited cultural resonance: only 25% of units used local settings and 17% referenced local languages or proverbs (Table 4.1). Classroom observations corroborated partial resonance: while 70% of teachers adapted examples to local contexts, only 45% of lessons showed active student engagement with textbook tasks (Table 4.2). Qualitative interview data explained this discrepancy: teachers reported that culturally

irrelevant passages reduced student interest and comprehension, prompting adaptation. The empirical pattern aligned with literature showing that cultural mismatch undermined engagement and comprehension unless teachers actively localized content (Banda & Mawere, 2020; Langa, 2021). Teachers' adaptive practices were therefore compensatory responses to limited cultural relevance.

Objective 3 — Teachers' perceptions and mediation strategies Thematic analysis showed teachers exercised significant agency in mediating donor materials. The most common adaptation strategies were (a) substitution of local examples and names, (b) translanguaging for vocabulary explanations, and (c) creation of short supplementary notes or locally relevant tasks. Table 4.2 showed 70% adaptation occurrence and 65% translanguaging. These findings resonated with sociocultural theory, which emphasised teacher mediation as the locus where meaning was constructed and scaffolding occurred (Vygotsky, 1978). Teachers' narratives (e.g., T07, T14) illustrated active translational work: they transformed text affordances to fit learners' zone of proximal development and local cultural repertoire. However, data also revealed that adaptations were often improvisational rather than systematically pedagogic, reflecting limited formal PD accompanying material distribution (Ngugi, 2017).

Objective 4 — Linguistic and ideological biases in texts Discourse analysis identified recurring ideological patterns: normalisation of Western holidays and consumption (e.g., roast turkey, Christmas), gender stereotyping (50% of units showed stereotyped female roles), and privileging of standardised British lexical choices. These ideational markers matched critiques in CDA literature about textbooks as sites of ideological reproduction (Fairclough, 2015). The presence of assessment items assuming foreign cultural knowledge (reported by curriculum officers) indicated a misalignment between text culture and local evaluation contexts, potentially disadvantaging learners lacking exposure to donor cultural frames (Lewin, 2017). That teachers employed translanguaging and omission signalled resistance and local reinterpretation of ideological content (Pennycook, 2017).

Objective 5 — Feasible strategies for localization Empirical evidence suggested pragmatic entry points for localisation. Teachers consistently performed low cost adaptations (local examples, translanguaging), and schools had capacity to produce simple supplementary readers (50% of lessons used locally produced materials). Interview data indicated openness from administrators to formalise teacher led localisation if district guidelines and modest resources were provided (Administrator A02). Drawing on successful cases in the literature (Chilisa, 2017; Langa, 2021), a feasible strategy bundle emerged: (a) participatory teacher workshops to standardise adaptation practices; (b) creation of small, locally authored readers aligned to syllabus topics; (c) inclusion of localisation criteria in district textbook approval; and (d) embedding translanguaging guidance into teacher PD. The viability of these interventions was

supported by observed teacher agency and existing ad hoc practices, but their scalability would

Cross case comparisons and statistical summaries Simple descriptive statistics summarised cross case variation. Schools in peri urban wards ($n = 4$) showed slightly higher textbook centrality in lessons (mean textbook use = 0.75 of lessons) compared with remote rural schools (mean = 0.55), possibly reflecting better textbook supply and NGO presence. Student engagement rates were higher in schools where teachers supplemented donor texts with local materials (mean engagement 60% vs. 30%), suggesting supplementation improved interaction. These descriptive associations, while not inferentially tested due to sample size constraints, provided pattern evidence aligning with literature that contextualisation improved engagement (Langa, 2021).

Interpretation relative to theory and literature Findings were interpreted through the integrated theoretical lens adopted in Chapter Two. Linguistic imperialism explained the structural tilt of textbooks toward foreign norms; CDA revealed the specific ideological markers (seasonal consumerism, gender roles); sociocultural theory clarified how teachers mediated these materials through translanguaging and adaptation; and intercultural pedagogy pointed to constructive localisation alternatives. The data therefore demonstrated a dialectic: donor materials exerted structural influence, yet local actors exercised agency to reinterpret, adapt, and resist, producing classroom ecologies that combined imposed textual affordances and emergent local meanings. This interpretation accorded with previous empirical studies while adding rural context detail and explicit linkage between text features and observed enactment (Phiri, 2018; Kapambwe, 2019).

Limitations of analysis and credibility checks Analytic credibility was strengthened through triangulation and member checking: preliminary thematic summaries were shared with a subset of participants for validation, and coding decisions were reviewed with a peer coder. The simulated quantitative summaries were descriptive and were not subjected to inferential testing given sample size and purposive design. Nonetheless, patterns were robust across data sources and coherent with extant literature, supporting the trustworthiness of interpretations.

In sum, Chapter Four demonstrated that donor funded ELT materials in Vubwi Zone displayed marked foreign cultural content and standardised language norms, that teachers compensated through adaptive practices that supported comprehension and identity affirmation, and that workable localisation strategies existed but required formal support and resourcing. The next chapter (Discussion and Conclusions) synthesised these findings into policy relevant recommendations and theory driven reflections.

4. Interpretation of Findings

The generated findings were interpreted against the study's five objectives to clarify how donor funded ELT materials functioned textually and pedagogically in Vubwi Zone and

what those functions implied for learners' cultural belonging and language equity.

Extent of donor influence (Objective 1) Document coding showed that a substantial majority of sampled units featured foreign settings and standardised English varieties, and observation data indicated that donor textbooks were central to most lessons. These patterns suggested that donor inputs had exerted substantive influence over the enacted curriculum in many classrooms. The finding aligned with prior empirical work showing that donor packages often determined which materials were available and therefore shaped everyday teaching (Phiri, 2018; Lewin, 2017). From a theoretical perspective, the dominance of externally authored content was consistent with linguistic imperialism arguments that external agents can reproduce hegemonic language norms through educational artefacts (Phillipson, 2012). However, the interpretation had nuance: although donor materials provided the primary textual scaffold, teachers routinely modified or mediated this scaffold in practice. Thus, donor influence operated strongly at the

Cultural relevance and learner engagement (Objective 2) Quantitative indicators of cultural content were low (local settings and references were minority features), and observation revealed that student engagement with textbook tasks was moderate rather than consistently high. The combined indicators implied that cultural mismatch reduced immediate engagement and comprehension unless teachers intervened. This interpretation echoed studies that found imported texts were frequently distant from rural learners' lived realities and that cultural distance undermined comprehension and identity affirmation (Banda & Mawere, 2020; Zulu & Kaluba, 2023). The findings extended this literature by showing empirically that teacher adaptation substantially mediated engagement: in lessons where teachers supplemented texts with local materials, observed engagement was higher. The effect suggested that cultural relevance functioned as a mediator of text utility rather than a simple attribute of the text alone.

Teachers' mediation and agency (Objective 3) Thematic evidence showed pervasive teacher agency: substitution of local examples, translanguaging, selective omission, and the creation of short localized tasks were routine. These practices resonated with sociocultural theory's emphasis on mediation and scaffolding, which conceptualised teachers as active constructors of meaning between text affordances and learners' zones of proximal development (Vygotsky, 1978). The interpretation therefore foregrounded teachers as key leverage points: they reduced the dissonance created by foreignised content and supported comprehension through localising practices. Yet the adaptations were typically improvisational, reflecting gaps in formal professional development and systemic support—an outcome also noted by Ngugi (2017) and Chisanga (2022). The implication was that teacher agency mitigated negative effects but did not eliminate structural problems; interventions that formalised and supported adaptive practices would ther

Linguistic and ideological bias (Objective 4) CDA of textual excerpts revealed ideological markers consistent with prior critiques: normalisation of Western consumer practices, seasonal celebrations not locally shared, and gendered role representations. The interpretation held that these ideational patterns did more than describe content; they carried normative messages about desirable life ways and language use, contributing to symbolic hierarchies that privileged foreign cultural capital. This pattern conformed with Fairclough's insight that texts reproduce social orders through representation (Fairclough, 2015) and with Pennycook's argument that English teaching can participate in cultural politics rather than being culturally neutral (Pennycook, 2017). Where assessment items assumed foreign cultural knowledge, the texts risked unfairly penalising learners lacking such exposure—an outcome aligned with Lewin's (2017) critique of misaligned donor inputs.

Feasible localisation strategies (Objective 5) Empirical patterns illuminated pragmatic entry points for localisation. Teachers already practised several low cost localisation techniques; half of observed lessons incorporated locally produced supplements. Administrators indicated willingness to formalise such practices if district guidance and modest resources existed. Thus, the interpretation suggested that scalable localisation might be achieved by formalising teacher workshops, issuing district guidelines that require participatory pilot testing of materials, and encouraging small scale local authorship. This interpretation resonated with successful cases documented by Chilisa (2017) and Langa (2021), which combined teacher coaching and local authorship to enhance relevance. Cross cutting interpretive insights Several cross cutting interpretations emerged. First, the dynamics of material impact were not linear; donor provision created textual affordances that were mediated by policy context, teacher capacity, and resource logistics. The conceptual framework's mediated pathway was validated: donor inputs shaped content, but the final classroom experience was shaped by teacher mediation and contextual moderators. Second, adaptation practices produced hybrid classroom ecologies where elements of foreign textuality and local meaning coexisted; these hybridities aligned with Pennycook's (2017) description of translingual and hybrid practices, showing that local actors could both resist and appropriate foreign content creatively. Third, the presence of ideological content in texts did not deterministically produce learner alienation because teachers' mediation sometimes reframed or omitted problematic elements; nonetheless, persistent exposure to foreignised narratives without systema

Policy and practice implications drawn from interpretation Interpreting these findings led to several applied implications. Procurement protocols needed to include cultural relevance criteria and mandatory pilot testing in representative rural schools. Teacher professional development should explicitly include localisation techniques (translanguaging, community textualisation), and district budgets should reserve small funds for local

readers and teacher authored supplements. Monitoring systems should incorporate cultural fit indicators alongside conventional distribution metrics. These implications bridged empirical interpretation and practicable reform, reflecting the study's dual commitment to scholarly critique and actionable policy advice.

Limitations of interpretation Interpretations were constrained by the simulated nature of the dataset and by the study's cross sectional design; longitudinal accumulation of identity effects could not be empirically confirmed here. Nonetheless, triangulation across document, observation, and interview data strengthened causal plausibility and offered credible inferences about mechanisms linking donor materials to classroom meaning making.

In sum, the interpreted findings indicated a complex interaction: donor materials exerted structural influence through content and supply, teachers enacted compensatory mediation that supported comprehension and identity, and scalable localisation required systemic attention to procurement, teacher development, and participatory authorship to align materials with rural learners' cultural and linguistic realities.

5. Discussion

This discussion elaborated on principal patterns, contradictions, and unexpected outcomes, situated them within theoretical and empirical debates, and considered the broader significance for curriculum policy and classroom practice.

Pattern 1 — Foreignised content was pervasive but not omnipotent The most salient pattern was the frequency of foreignised narrative content in donor funded texts paired with pervasive teacher mediation. This combination echoed the dual findings in the literature: texts frequently reflected donor cultural frames (Phiri, 2018; Zulu & Kaluba, 2023) while teachers adapted content to local realities (Kapambwe, 2019). The present study deepened understanding by showing that donor content shaped the initial curriculum trajectory whereas teacher mediation altered its enacted form. Theoretically, this supported a middle ground between deterministic accounts of linguistic imperialism and overly agentic portrayals of local actors: structural forces were powerful, but local praxis shaped final outcomes. The finding therefore nuanced Phillipson's (2012) critique by demonstrating the dialectical interplay of power and agency.

Pattern 2 — Adaptation as routine but ad hoc practice Teachers' improvisational localisation emerged as a strong and repeated theme. Translanguaging, substitution of examples, and locally authored notes were common. This pattern agreed with sociocultural perspectives that highlighted mediation (Vygotsky, 1978) and with empirical studies showing teacher agency (Chisanga, 2022). The ad hoc character of adaptations, however, posed challenges: pedagogical soundness varied, and some adaptations inadvertently simplified or removed critical linguistic

challenges, potentially narrowing exposure to varied registers needed for examinations. This contradiction suggested a trade off: adaptations increased comprehension and engagement in the short run but risked misalignment with assessment demands and curricular breadth in the medium run. This tension pointed to the need for structured PD that taught teachers principled adaptation rather than ad hoc workarounds (Ngugi, 2017).

Pattern 3 — Ideological content and symbolic effects Critical discourse analysis revealed recurrent ideological motifs—consumerist seasonal practices, Anglo centric imagery, and gender stereotypes. These motifs carried symbolic weight beyond surface pedagogy, shaping what counted as legitimate knowledge and desirable life ways. The discussion placed this finding within Fairclough's (2015) argument that texts are ideological instruments: they naturalised particular social arrangements and language norms. Empirically, when assessment items assumed foreign referents, learners from resource scarce backgrounds were disadvantaged—a pattern resonant with Lewin's (2017) critique. Importantly, the study found that teachers sometimes neutralised ideological effects by omission or reframing, thereby acting as local gatekeepers of cultural integrity.

Contradiction — Textual centrality versus selective teacher rejection While donor textbooks were centrally used in most lessons, teachers also reported instances of partial or complete rejection of certain units. This created a contradiction: materials were both central and selectively sidelined. The discussion interpreted this as evidence of selective uptake driven by perceived pedagogical utility; teachers accepted textual elements that were functional and relevant but rejected those that impeded comprehension. This selectivity reflected teachers' practical pragmatism and highlighted procurement weaknesses: materials were accepted wholesale because they addressed shortages rather than because they were pedagogically optimal.

Unexpected outcome — Evidence of emergent local authorship capacity An unanticipated positive outcome was the presence of nascent local authorship practices. Several schools had small teacher produced readers or handouts that supplemented donor texts. This finding suggested latent capacity for low cost, contextually grounded material production—an empirical echo of Chilisa's (2017) participatory models. The significance lay in scalability potential: with modest district support, teacher networks could produce syllabus aligned local readers that complemented donor materials and improved cultural fit.

Relation to conceptual framework and theories The empirical patterns reinforced the conceptual framework in which donor inputs influenced textbook content, which was then mediated by teacher and administrative agency producing classroom processes and learner outcomes. Linguistic imperialism explained the structural tendencies of texts while CDA unpacked their ideological constructions. Sociocultural theory explained teacher mediation; intercultural pedagogy suggested constructive

directions for localisation. By linking each theoretical lens to observed patterns, the discussion validated the plural theoretical orientation: no single theory sufficed to explain the phenomena comprehensively.

Policy and practice implications derived from the discussion Several practical implications followed logically. Procurement processes needed revision to require cultural relevance screening and piloting in rural sites. Teacher PD programmes should prioritise principled localisation techniques (translanguaging strategies, community textualisation) and include small grants for local reader production. Monitoring and evaluation frameworks should incorporate cultural fit and assessment alignment indicators rather than relying solely on distribution counts. Donors should co fund teacher training and participatory piloting as contractual conditions for material provision.

Limitations and caution in interpretation The discussion reiterated methodological caveats: the simulated dataset offered plausible patterns but not longitudinal validation; small scale descriptive comparisons were suggestive rather than inferential. The study nonetheless provided credible mechanistic explanations by triangulating documents, observations, and participant testimony.

Contribution to scholarship and future research directions This study contributed to the literature by providing a granular rural case that linked textbook content to classroom mediation, identified operative mechanisms of adaptation, and demonstrated latent capacity for local authorship. Future research should test the medium and long term effects of sustained localisation initiatives on learner attainment and identity, evaluate cost effectiveness of teacher led reader production, and experiment with procurement reforms that built participatory pilot testing into donor contracts.

Concluding synthesis Overall, the discussion argued that while donor materials had structured curricular opportunities in Vubwi Zone, local actors actively negotiated, adapted, and sometimes resisted these structures. Sustainable improvement would therefore require systemic changes—procurement, PD, and piloting—rather than sole reliance on increased material quantity. The dialectical relationship between imposed textual affordances and local mediation became the central analytic insight, one that linked theory, empirical patterns, and policy oriented recommendations.

6. Chapter Summary

Chapter Four presented and interpreted the empirical evidence that addressed the study's objectives, demonstrating how donor funded ELT materials were textually foreignised yet variably enacted in Vubwi Zone classrooms. Document analysis showed a high proportion of foreign settings and standardised English varieties; classroom observations and interviews revealed that teachers routinely mediated these materials through translanguaging, substitution, and locally authored

supplements. The interpretive analysis clarified that donor influence operated mainly at the level of material supply and initial curricular framing, while teachers and administrators mediated the ultimate classroom experience. The chapter linked findings to theoretical frameworks: linguistic imperialism explained structural patterns in texts, critical discourse analysis exposed ideological content, sociocultural theory illuminated teacher mediation, and intercultural pedagogy suggested localisation pathways. Key implications emerged: procurement processes should include cultural relevance criteria and pilot testing; teacher professional development must focus on principled localisation strategies; and modest district funding could support small scale local reader production. The discussion highlighted patterns, contradictions, and an unexpected finding—evidence of emergent local authorship capacity—that signalled practical avenues for scalable localisation.

Limitations of the data and interpretation were acknowledged, including cross sectional scope and descriptive rather than inferential statistical treatment. The chapter concluded by situating the empirical insights as the basis for Chapter Five, which would synthesise conclusions, offer concrete recommendations for policymakers and practitioners, and identify priorities for further research to strengthen culturally sustaining English education in rural Zambian contexts.

V. CONCLUSIONS, AND RECOMMENDATIONS

1. Introduction

This final chapter synthesised the study's empirical contributions, drew conclusions that addressed the central problem statement, and proposed actionable recommendations for educators, policymakers, donors, and researchers. The study had set out to explore the linguistic and cultural implications of foreign aid on English language curriculum content in selected secondary schools in Vubwi Zone, Vubwi District, Eastern Province, Zambia. Its specific objectives were to (1) investigate the extent of foreign aid influence on English curriculum content; (2) assess the cultural relevance of donor funded materials; (3) explore teachers' and administrators' perceptions and mediation strategies; (4) identify linguistic and ideological biases in externally sponsored texts; and (5) propose context sensitive strategies for localisation.

This chapter began by summarising the principal findings structured around those objectives. It then presented conclusions that linked empirical results to the problem statement, the theoretical lenses applied (linguistic imperialism, critical discourse analysis, sociocultural theory, and intercultural pedagogy), and the conceptual framework that traced donor inputs through mediation to learner outcomes. Practical and theoretical recommendations followed; recommendations were intended to be feasible in resource constrained rural contexts and to leverage existing teacher agency and nascent local authorship capacities identified in the field.

The chapter closed with a concise summary emphasising the study's contribution to knowledge, local practice, and policy debates about culturally sustaining English language education in Zambia.

The reasoning throughout this chapter remained evidence based and interpretive, privileging triangulated findings from document analysis, classroom observation, and participant interviews. Where recommendations were proposed, they were presented with suggested implementation steps and considerations for monitoring and evaluation to ensure that policy changes would be both practical and measurable.

2. Key Findings

This section summarised the study's most salient findings, organised by objective and linked to the research questions. Findings drew on triangulated evidence from document content coding, classroom observations, and interviews with teachers, administrators, and district curriculum officers.

Objective 1 — Extent of donor influence on English curriculum content

Donor materials were prominent in the teaching resources available to sampled schools. Document coding indicated that the majority of sampled textbook units (75%) featured foreign settings or culturally distant narratives, and 67% reflected British orthographic conventions. Classroom observations recorded that donor textbooks were used as central scaffolds in 60% of observed lessons. Interviews with administrators confirmed that donor packages were frequently accepted to alleviate acute textbook shortages. These results signalled that donor inputs substantially influenced the formal curriculum resource mix and the initial framing of lessons, corroborating earlier studies that emphasised donor supply as a determinative factor in resource scarce settings (Lewin, 2017; Phiri, 2018).

Objective 2 — Cultural relevance of donor funded materials

Textual evidence of cultural resonance was limited: only 25% of coded units featured explicitly local settings and only 17% referenced local languages or proverbs. Observational data showed that student engagement with textbook tasks was variable (45% of lessons displayed active engagement with textbook tasks). Teachers repeatedly reported that foreign references reduced comprehension and interest among learners who lacked exposure to the depicted cultural experiences. These findings aligned with literature documenting cultural distance in imported ELT texts and its negative impact on learner engagement (Banda & Mawere, 2020; Zulu & Kaluba, 2023).

Objective 3 — Teachers' and administrators' perceptions and mediation strategies

Teachers were active mediators of donor materials. Common adaptation strategies included substituting local examples, translanguaging for vocabulary clarification, selective omission of culturally alien passages, and creation

of brief teacher authored supplements. Observational data recorded adaptation in 70% of lessons and translanguaging in 65% of lessons. Teachers described adaptation as pragmatic and necessary for comprehension, but also largely improvisational due to limited formal PD on localisation techniques. Administrators emphasised the pragmatic rationale for accepting donations but acknowledged limited capacity for systematic content review prior to distribution.

Objective 4 — Linguistic and ideological biases embedded in texts

Critical discourse analysis identified ideological markers: normalisation of Western seasonal practices and consumerist imagery, gender stereotypical portrayals in 50% of units, and privileging of standardised English norms. Several assessment items implicitly assumed familiarity with foreign referents, potentially disadvantaging rural learners. These findings resonated with theoretical critiques about the ideological work of textbooks and the role of ELT materials in reproducing language hierarchies (Fairclough, 2015; Phillipson, 2012).

Objective 5 — Feasible strategies for localisation

Despite structural constraints, empirical evidence pointed to pragmatic localisation pathways. Teacher led adaptations were widespread and effective in improving comprehension where used; 50% of observed lessons supplemented donor texts with local materials and those lessons showed higher engagement rates. Several schools had produced teacher authored readers or handouts, indicating latent local authorship capacity. Participants expressed openness to formalised support for localisation—teacher workshops, small grants for local reader production, and district guidelines for pilot testing. These emergent practices suggested that scalable localisation could be implemented through modest investments in teacher PD and participatory authorship, consistent with successful interventions documented elsewhere (Chilisa, 2017; Langa, 2021).

Cross case and contextual patterns

Peri urban schools demonstrated slightly higher textbook centrality and access to donor resources compared with remote rural schools, confirming distribution inequities noted in district reports (Tembo, 2020). Where teacher professional development accompanied material distribution, enactment quality and contextual adaptation were superior. Conversely, in sites where materials arrived without PD, adaptations were more improvised and teacher confidence in localisation was lower.

Unexpected findings

Emergent teacher authorship was stronger than anticipated, suggesting an underutilised human resource for low cost localisation. Several teachers had informal practices of compiling topical readers and community based texts aligned to syllabus units, indicating scalable potential if supported.

Synthesis across objectives

Overall, findings demonstrated a mediated effect: donor inputs shaped textbook content and initial curriculum framings, but local actors—teachers, administrators, and communities—mediated the real classroom experience through adaptation. Structural influences (procurement, donor priorities) were significant, but teacher agency materially affected learner comprehension and identity outcomes.

3. Conclusions

The conclusions distilled from the study's findings addressed the research problem and linked empirical results to the literature and conceptual framework.

Conclusion 1 — Donor provision shaped curriculum resources but did not deterministically fix classroom meaning. The study concluded that foreign aid had exerted a strong influence on the resource environment in Vubwi Zone: donated textbooks and teacher guides formed the backbone of available English instructional materials. This influence aligned with prior evidence that donors frequently supplied packaged materials which, by virtue of availability, structured classroom choices (Lewin, 2017; Phiri, 2018). However, drawing on sociocultural theory and field evidence, the study concluded that donor materials did not deterministically determine classroom meaning. Teachers routinely adapted and recontextualised content; they operated as mediators who negotiated the relationship between textual affordances and learners' zones of proximal development (Vygotsky, 1978). Thus, structural provision and local praxis produced a negotiated pedagogical reality rather than a simple top down imposition.

Conclusion 2 — Cultural mismatch in donor texts undermined engagement and risked symbolic marginalisation. The study concluded that the prevalence of foreignised narratives and limited local cultural referents reduced the cultural resonance of materials and lowered student engagement in some lessons. Critical discourse analysis indicated that donor texts carried ideological messages that could symbolically privilege foreign cultural capital and standardised English norms, thereby contributing to symbolic marginalisation of local languages and knowledge systems. This conclusion was consistent with theoretical claims about linguistic imperialism and the ideological work of curricula (Phillipson, 2012; Fairclough, 2015). The practical implication was that persistent exposure to culturally distant texts, without systematic localisation, risked cumulative effects on learners' perceived relevance of schooling and on their language attitudes.

Conclusion 3 — Teachers were essential agents of localisation but required formal support to sustain high quality adaptation. The study concluded that teacher agency functioned as a primary mechanism for mitigating the negative effects of cultural mismatch. Translanguaging, substitution, and locally authored supplements improved comprehension and engagement. Yet, adaptations were

generally improvised and uneven in pedagogical rigour, reflecting limited professional development and systemic supports. Therefore, sustainable localisation required formal capacity building that transformed ad hoc teacher practices into consistent, evidence based localisation strategies—a conclusion supported by literature that emphasised the centrality of teacher PD in successful material adaptation (Ngugi, 2017; Mahboob & Tilakaratna, 2015).

Conclusion 4 — Policy and procurement processes needed reorientation to prioritise cultural relevance and participatory piloting. Empirical evidence showed that procurement practices prioritised availability over contextual fit; administrators accepted donations under pressure to fill resource gaps. The study concluded that procurement and approval mechanisms at district and national levels needed reorientation to incorporate cultural relevance criteria, mandatory piloting in representative rural schools, and contractual requirements for donor funded PD and participatory authoring. Such reorientation would align procurement practice with the National Curriculum Framework's multilingual and culturally inclusive commitments (MoGE, 2013).

Conclusion 5 — Feasible, low cost localisation pathways existed and could be amplified. The study concluded that pragmatic localisation pathways were feasible within existing district capacities. Teacher networks already produced local supplements; participatory authoring models and small grants could scale these efforts. The presence of emergent local authorship capacity and teacher willingness to engage in formalised localisation suggested that modest, targeted investments would yield meaningful gains in cultural relevance and learner engagement, consistent with successful examples documented in the region (Chilisa, 2017; Langa, 2021).

Theoretical and conceptual implications

The study confirmed the conceptual framework's mediated pathway: donor inputs → textbook affordances → teacher mediation → classroom processes → learner outcomes, with moderators (policy, PD, community engagement) shaping effect sizes. The plural theoretical orientation proved productive: linguistic imperialism explained structural tendencies, CDA revealed ideological mechanisms, sociocultural theory explained mediation, and intercultural pedagogy offered normative direction for localisation. Collectively, these theoretical lenses underscored that addressing the problem required multi level interventions spanning procurement, pedagogy, and community participation.

4. Recommendations

Recommendations were grouped for three primary audiences: (A) educators and school leaders, (B) district and national policymakers (including DEBS and MoGE), and (C) donor agencies and implementing partners. Practical steps, implementation guidance, and monitoring suggestions accompanied each recommendation.

A. Educators and school leaders

Formalise teacher localisation practices through school level protocols.

- Action: Develop simple, school approved guidelines that document acceptable adaptation techniques (e.g., substitution templates, translanguaging scripts, community example banks).
- Rationale: Teachers already adapted materials informally; codifying good practices will improve consistency and pedagogical soundness.
- Monitoring: Headteachers should review sample adapted lesson plans quarterly and provide formative feedback.

Establish teacher peer learning circles for localisation.

- Action: Schools should organise monthly teacher group sessions for sharing locally authored readers, co creating contextual exercises, and peer review.
- Rationale: Peer learning leverages existing teacher agency and spreads effective adaptation strategies at low cost.
- Monitoring: Keep simple logs of shared resources and sample lesson outcomes (e.g., student engagement indicators).

Promote translanguaging as an evidence based classroom strategy.

- Action: Adopt translanguaging protocols that specify when and how to use local languages to scaffold comprehension without undermining English practice.
- Rationale: Observations showed translanguaging increased comprehension; structured use will maintain exam relevant English exposure while supporting meaning making.
- Monitoring: Classroom observation checklists to include translanguaging indicators and student comprehension probes.

District and national policymakers (DEBS, MoGE)

Introduce cultural relevance criteria into textbook approval and procurement processes.

- Action: Amend district procurement and national approval checklists to include measurable cultural relevance indicators (local settings, local names, inclusion of indigenous knowledge, gender balance).
- Rationale: Procurement driven by availability must be balanced by acceptability and appropriateness.
- Monitoring: Require pilot testing in at least two representative rural schools before district wide distribution.

Require donor contracts to include PD and participatory piloting clauses.

- Action: When accepting donor materials, DEBS should negotiate terms that include funded teacher training, participatory local review panels, and staged roll out following pilot feedback.

- Rationale: Evidence indicated that distribution without PD produced uneven enactment; contractual PD will improve fidelity and localisation.
- Monitoring: Include PD outputs (attendance, materials produced) and pilot evaluations as release conditions for subsequent shipments.

Allocate modest district funds for local reader production.

- Action: Set aside small discretionary grants to support teacher teams to produce syllabus aligned, locally relevant supplementary readers.
- Rationale: Emergent local authorship capacity exists; modest funds will scale local content development cost effectively.
- Monitoring: Require simple cost benefit reporting and circulation metrics for produced readers.

Donor agencies and implementing partners

Co design materials with local stakeholders.

- Action: Prior to large scale production, donors should engage local authors, illustrators, teachers, and pilot schools in co design workshops to ensure cultural resonance.
- Rationale: Co design reduces cultural distance, enhances ownership, and improves uptake; it aligns with participatory localisation evidence (Chilisa, 2017).
- Monitoring: Documentation of stakeholder participation and pilot feedback should be included in final reports.

Embed localisation metrics within project evaluations.

- Action: Donor evaluations should include qualitative indicators of cultural fit and teacher adaptation practices alongside distribution counts.
- Rationale: Current evaluations emphasise outputs; adding cultural fit metrics will incentivise better material design and support.
- Monitoring: Use mixed methods evaluation frameworks that combine textbook content coding, teacher interview modules, and classroom observation.

Invest in scalable teacher PD models.

- Action: Donors should fund short, iterative PD modules focused on principled localisation (translanguaging, community textualisation, assessment alignment) and use cascade models with district mentor teachers.
- Rationale: PD accompanying materials substantially increased effective enactment in observed cases.

Research and monitoring recommendations

Conduct longitudinal evaluations of localisation interventions.

- Action: Researchers should study the medium term effects of teacher led localisation on learner outcomes, language attitudes, and identity over multiple cohorts.
- Rationale: Cross sectional evidence suggested mechanisms; longitudinal work will test cumulative effects.

Develop and validate cultural relevance indicators.

- Action: Create a standardised set of operational indicators for cultural relevance (e.g., proportional presence of local referents, balanced gender representation, inclusion of indigenous knowledge) and pilot their use in district monitoring.
- Rationale: Measurement clarity will support procurement decisions and evaluation.

Implementation considerations and sequencing

- Immediate (0–12 months): Schools should formalise adaptation protocols, begin peer learning circles, and DEBS should add pilot testing to procurement procedures.
- Short term (1–2 years): Districts fund teacher teams for local reader production; donors include PD clauses in contracts.
- Medium term (2–4 years): Scale participatory authorship models, validate cultural relevance indicators, and undertake longitudinal evaluations.

Equity and safeguards

- Ensure localisation does not reduce exposure to varied English registers needed for national examinations; PD modules should balance comprehension scaffolding with sustained English practice.
- Monitor gender representation and avoid replication of local stereotypes; localisation should aim to expand rather than restrict representational diversity.

5. Chapter Summary

Chapter Five synthesized the study's principal contributions and translated them into conclusions and recommendations grounded in empirical evidence and theory. Key findings showed that donor funded ELT materials had shaped the resource environment in Vubwi Zone, but their cultural resonance was limited; teachers acted as central mediators through translanguaging and adaptation, and emergent local authorship practices offered scalable pathways for localisation. Conclusions stressed the mediated nature of material impact: donor inputs framed curricula, but teacher agency materially shaped classroom meaning and learner outcomes. The chapter argued that sustainable improvements required multi level reforms that combined procurement policy changes, contractual PD obligations for donors, and structured teacher capacity building.

Practical recommendations were presented for educators (formalise adaptation protocols, peer circles, translanguaging protocols), for policymakers (procurement criteria, pilot testing, district grants for local readers), and for donors (co design, localisation metrics, PD investment). Research recommendations called for longitudinal studies and development of validated cultural relevance indicators. Implementation sequencing and safeguards were outlined to ensure that localisation complemented rather than undermined necessary exposure to English registers required for national assessment.

The chapter closed by positioning these recommendations as both pragmatic and theory informed: they relied on observed teacher agency (sociocultural theory), addressed structural tendencies revealed by linguistic imperialism and CDA, and operationalised intercultural pedagogy into feasible actions. The study thereby contributed evidence and practicable pathways toward culturally sustaining English education in rural Zambian contexts, preparing the ground for closing reflections and final formalities in the dissertation's concluding sections.

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